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Ont. Ministry of Colleges and  
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[Statements and speeches]





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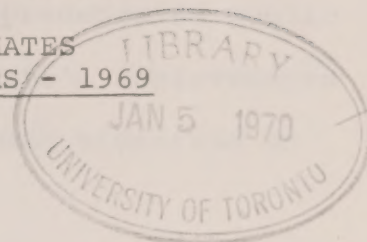


DEPARTMENT OF UNIVERSITY AFFAIRS

[Statements]

REMARKS BY THE HONOURABLE WILLIAM G. DAVIS  
MINISTER OF UNIVERSITY AFFAIRS,  
UPON THE INTRODUCTION OF THE ESTIMATES  
OF THE DEPARTMENT OF UNIVERSITY AFFAIRS - 1969

November 25, 1969.



In 1969, more than ever before, higher education has become a focal point of public attention. Indeed, it is literally true that one can hardly pick up the daily newspaper without finding several items that relate to the university community. While such news items deal with a wide variety of topics, you will be aware that those that capture the greatest amount of attention are usually related to the problem areas, of which student activism, in its various forms, and the costs of higher education have tended, of late, to be among the most prominent. It would seem appropriate, therefore, that in introducing the Estimates of the Department of University Affairs I should speak of these areas of public concern along with certain other closely related matters.

To concentrate solely on the problems, to the exclusion of Ontario's many positive accomplishments in higher education, would, I believe, be to place the emphasis in entirely the wrong place. In typical Canadian fashion, we often tend to take our achievements too much for granted while concentrating on our areas of difficulty. This is not so much a negative approach, I feel,






as a reflection of our desire to create a better educational system. But since significant achievements in education are only attained through careful planning, considerable thought and effort, dedicated determination by all concerned and unprecedented public support, both moral and financial, perhaps Ontario's achievements in this area are deserving of a few moments of our attention on this occasion.

It is only slightly over five years ago that the Department of University Affairs was formed and the Committee on University Affairs was enlarged and reorganized to co-ordinate - in co-operation with the university presidents - the dramatic expansion of higher education in Ontario that was then under way. In a province whose educational system spans over one hundred and fifty years, a five year period is obviously relatively short. Yet a brief statistical summary indicates how much has transpired during the past half decade.

Provincially Assisted Universities of Ontario

	1964-65	1969-70 (Estimated)
Total enrolment	43,969	100,002
Post Grade 13 undergraduate students	37,085	88,581
First year students	13,552	30,022
Graduate students	5,421	11,421
Percentage of age group 18-21 attending university	11.8%	20.1%





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	<u>1964-65</u>	<u>1969-70</u> (Estimated)
Full-time enrolment by institution		
- Brock University	124	1,699
- Carleton University	2,729	7,140
- University of Guelph	1,927	6,073
- Lakehead University	466	2,322
- Laurentian University*	556	2,074
- McMaster University	3,312	6,885
- University of Ottawa	3,838	6,816
- Queen's University	4,029	7,297
- University of Toronto**	15,207	23,700
- Trent University	105	1,313
- University of Waterloo	3,137	10,326
- The University of Western Ontario	5,274	11,384
- University of Windsor	1,986	5,144
- York University ***	<u>1,279</u>	<u>7,829</u>
Total -	43,969	100,002

\* including Algoma and Nipissing

\*\* including Scarborough and Erindale

\*\*\* including Osgoode Hall Law School

Operating Grants to Ontario Universities -	\$42,666,000	\$262,647,000+
Capital Support -	\$45,600,000	\$119,000,000

+ includes Computer Grants, Grants to Church-related institutions and to the Ontario College of Art.







	1964-65	1969-70 (Estimated)
Student Awards, Scholarships and Fellowships - Provincial Contribution	\$4,350,000	\$39,715,000
Number of Post-secondary Students Assisted by Grants, Loans, Fellow- ships and Scholarships -	10,553	65,000
Teaching Staff at Provincially Assisted Universities and the Ontario College of Art	3,247	7,800

In the words of the Report of the Committee on University Affairs 1968-69 which will shortly be distributed to the members of this House, "It is probably fair to claim that Ontario, with less stress and less wasteful duplication than most other jurisdictions has successfully met the challenge of a fantastic growth in demand for university places . . . without coming apart at the seams, with real net improvements in quality and competence."

A system of higher education which stresses quality as well as quantity obviously cannot stand still. All who are active in its operation or instrumental in its support must constantly





strive for meaningful change and improvement. A list of activities and accomplishments in Ontario in recent years indicates very clearly the results of such effort. I might cite, for example:

1. The development of new approaches to teaching and course organization that has taken place on nearly every campus of our province. A good example is the implementation of the McPherson Report at the University of Toronto to provide more liberal course options in the Arts and Sciences.
2. The addition of new programs and courses to meet changing social needs as, for example, computer science programs and environmental studies at a number of our **universities** and the expansion and modification of courses





in medicine, engineering and architecture.

One might mention also the remarkable expansion of university programs of part-time study.

York University, as an example, has as many students enrolled in degree programs at Atkinson College as it has full-time day students.

3. The emergence of an effective university system in which fourteen provincially assisted institutions discuss common problems and work toward common objectives through a co-ordinated effort while maintaining their distinctive characteristics and considerable local initiative. In this context it would be appropriate to express my appreciation of the excellent work of the members of the Committee on University Affairs and the members of the Committee of Presidents of Universities of Ontario, whose joint efforts have resulted in co-operative solutions to so many problems.
4. The wider participation of both faculty and students in shaping the procedures and mapping the future of our colleges and universities.





5. The development of the initial stages of integration of programs of teacher education and university programs so as to ensure improved quality of teaching in our elementary and secondary schools in future years.
6. The success of Ontario's universities in attracting and keeping good university teachers despite the unprecedented expansion that has taken place and strong competition from practically every jurisdiction in North America. In this area there has been some alarm expressed, of late, in regard to the relatively large number of scholars from other countries who have taken positions in our institutions. While acknowledging that this issue has given rise to varying reactions and that we could benefit from more precise statistical information, let me say that I feel this is a problem we must look at carefully. There may be a need for our universities to address themselves to the question of maintaining a reasonable balance.
7. The creation of a sound base on which to build for greater numbers of students who will enrol in our institutions of higher learning during the next decade.





8. The successful introduction of an operating grants formula to ensure both adequate levels of support and equality of distribution of public resources.
9. The development of a similar approach to capital funding, this year on an interim basis, pending introduction of a fully developed capital formula - an achievement many thought could not be attained.
10. The development of programs of student aid that ensure that financial barriers do not prevent able high school graduates from going on to post-secondary educational programs.

These latter accomplishments have given Ontario what has been described as "the most sophisticated system" of university support in this country.

This is but a partial list of what has recently taken place and most would agree, I am sure, that it is an impressive one. It reflects the collective talent and determination that have become important characteristics of the Ontario university system. It reflects the sound judgement and counsel that the province has received from the Committee on University Affairs and its ability to obtain effective co-operation from the academic community, primarily through the Committee of Presidents.



Admittedly, these major achievements have not been attained without difficulties and it is unlikely that the further gains in higher education to which we look forward with confidence in the years to come can be won without overcoming even greater challenges. Clear indications of many of these problems are already with us and since the honourable members on the other side of the House are always ready and willing to concentrate on problem areas, perhaps I should oblige them by spending the remaining few minutes of my time in discussing some of the difficulties facing the university community.

Without doubt, the one element of university life today that proves most disturbing for much of the general community is that of student unrest - a worldwide phenomenon that has become almost a part of our way of life. It ranges from Toronto to Tokyo, from Cambridge, Massachusetts to Cambridge, England. It is found in Europe and Asia as well as in North and South America and, indeed, on both sides of the Iron Curtain. It is indicative of a general and growing dissatisfaction on the part of many of our young people with the general state of the world in which they live, and with the institutions and organizations that are responsible for that general state of affairs. It reflects a basic desire to make things better both for the people of today and for those of future generations. Like many phenomena, it comes in various forms and displays itself through a variety of activities. Student activists seem to represent a whole spectrum of ideologies from ultra-conservative to ultra-radical. The willingness and ability of officials within





universities and government to cope with the situation have also varied so that the general climate which is developed differs considerably from one part of the world to the other. Certainly the one common feature seems to be an awareness that a serious problem exists and that something must be done about it.

While Ontario is, of course, but a relatively small part of our world, it cannot hope, nor should it wish, to be isolated from world events. It should neither be disturbing nor surprising, therefore, that a certain amount of student unrest has come to the campuses of this province. What should be recognized, however, is that it has come, to date, in a relatively mild form and that, as such, any difficulties involving our students might be regarded more as a reflection of a trend rather than a trend itself. I do not make this observation with any false sense of complacency or in the role of one who is unwilling to face the realities of the situation. One can never be sure, given the ingredients of what is taking place, that tomorrow will not bring to this province certain of the types of difficulties that have been experienced in jurisdictions relatively close at hand. I feel strongly, however, that if we are going to discuss our current problems in Ontario in a constructive and meaningful way we should do so with the proper perspective - a recognition of what really has happened as well as the potential of the problems which we must strive to overcome.





Given the current situation, and the relatively strong contrast between what is taking place in this Province and what is happening elsewhere, it seems appropriate to ask why Ontario universities have not been affected in the same adverse fashion as certain others. The answer, I assure you, is not simply good fortune. Neither is it because our students lack the spirit or desire for change that exists within young people in other parts of the world. Such explanations not only over-simplify what is taking place; they are misleading. Beyond question, the major reasons why trouble on Ontario campuses has been restricted to a small number of relatively minor protestations relate to the constructive efforts that have been put forth by university administrators and faculties on the one hand and the majority of our student leaders on the other. Much common sense has prevailed. A good deal of the high level ability which we have always associated with universities, both within the teaching and student bodies, has been applied. An ongoing, constructive dialogue has been initiated and all of this has been coupled with a recognition, by most of those directly concerned, both of the need for change and of the need to find proper vehicles by which such change can be brought about effectively.

What everyone should understand, both those who sympathize with the difficulties which our universities face in these trying times, and those who may tend to be critical of our institutions



of higher learning, is that on every campus in this Province meaningful and constructive steps are being taken to increase participation in the government of each institution by both faculties and student bodies. I have, in an attempt to keep fully informed on these developments, solicited from each institution an account of the specific approaches that are being adopted and collectively, they offer impressive documentation of the manner in which our institutions of higher learning are meeting the challenges which now confront them. A summary of these developments is set out in the Report of the Minister of University Affairs for 1968-69, which will be issued shortly.

The nature of some of the current changes was reflected in the recently released report of the Commission on University Government at the University of Toronto. But Toronto is not alone in seeking new approaches to university organization. I would remind you that three separate university acts were amended this year in order to provide the legal basis upon which greater faculty and student participation could take place. Each was the result of extensive campus discussion and subsequent agreement. In addition, as you are aware, new legislation for the Ontario College of Art should be approved by this House before this session ends. Other such charter amendments will undoubtedly be requested at future sessions. Our universities and colleges are attempting through a process of evolution, rather than revolution, to provide for changing circumstances in a manner that will allow both a sense of equilibrium to be maintained and





the institutions to move forward with their important work of teaching and research.

The attitude of this Government in regard to required changes within our universities has, of course, been made quite clear on numerous occasions over the last two or three years. We are convinced not only that no uniform or common solution can be applied to all fourteen provincially assisted universities of Ontario. Rather, given the desire, the talent, and the background of understanding that is prevalent within our university community, we feel that each institution should be allowed to evolve through this period of change in the manner which its members deem most appropriate. There may still be a few members of this Legislature who do not subscribe to this position, even though the approach has been widely endorsed within the university community itself. Yet I am convinced that even those who may have lingering doubts will soon, as a result of what is being achieved, come to see the real merits of allowing local initiative and action. The ultimate goal is both sound solutions and varied approaches to complex problems - the very essence of our university system.

Recently Mr. James Reston, widely regarded as one of the leading pundits of our time, began a column with this comment:

"The political reaction to the campus disorders is now running very strong. The threat of anarchy is now producing the threat of repression, and politicians all over the country are trying to put the university wreckers up against the wall.... In many ways it is a sad story,





for in the end, it could easily mean more political interference and control of the universities, more opposition even to legitimate dissent, reduced state and Federal funds for higher education, more separation and hostility between the races, and more trouble for the idealistic students who want fundamental but nonviolent changes in our society."

This is just the type of situation which we have so far been able to avoid in Ontario. It is the type of situation which we must strive hard to continue to avoid. We have a role to play in this Legislature that is important. We can help to shape public opinion in a positive way amid conflicting viewpoints, often compounded by emotion. We must keep to the forefront of our thought the importance of our universities, and the potential of the students who attend them, in the development of our country. We must try to assist those who, through responsible thought and action, are striving to avoid the dangerous extremes while reshaping our universities to the needs of the future.

On these issues countless words have been written and spoken. Some of them, in my opinion, make sense; much of what is uttered, unfortunately, is nonsense. Every once in a while, however, I come upon expressed positions which, to me, bring balance to what, at times, seems to be an undisciplined situation. Perhaps, therefore, I might conclude this portion of my remarks by noting one very recent statement which I encountered, and which, in my opinion, deserves consideration by everyone who is interested in the well-being and development of our institutions of higher learning and of their student bodies. It is



taken from the lead editorial in the Manchester Guardian Weekly of 6th February, 1969, which was entitled "Student Reform or Revolution?"

"To build a liberal democracy has taken centuries. To destroy it could be a matter of months. We must beware of undervaluing parliamentary democracy merely because of its imperfections. The students are impatient, and they have some things to be impatient about. But the most immediate of these concern university affairs, and most of them are now beginning to be put right. These grievances are not so intolerable that they justify a total assault on the system itself. It, too, is being reformed. Reform is a dirty word to the dedicated revolutionary, but it is the better and more civilized course."

Having spoken of students and the student attitudes of today, perhaps I might move to that other area of public attention, money - the costs of higher education. In a logical sense, the natural sequence would seem to be to open this phase of my remarks with a few words about student awards. This, after all, is the one program which brings Government and students at the post-secondary level into direct contact one with another.





It is, to be frank, a subject of controversy in the minds of some of our student body as, inevitably, any program is likely to be which sets as its goal equality of educational opportunity and, as a result, the allocation of funds to those with the greatest need.

In many instances where differing opinions exist, one can often divide the basis of disagreement into two areas. The first relates to a misunderstanding of basic facts while the second relates to more fundamental differences of outlook, or, if you wish to add higher tone to the discussion, "philosophies". If all relevant data is available, we need not argue about the first and we should not hesitate to discuss the second. Let me, then, as an initial step, try to clarify certain of the basic facts about the Ontario Student Awards Program, the means by which we attempt to ensure that students of this Province are not denied post-secondary education because of lack of financial resources:

1. The Ontario Student Awards Program is intended to supplement rather than replace family and/or student resources.
2. The Province attempts to assess objectively the ability of the family and/or the student to provide for a student's educational costs, in order to determine the additional funds required.



3. The basis of the objective assessment of family and student contribution is one which has been developed by the Federal Government, in conjunction with the participating provinces, for the Canada Student Loans Plan.
4. Given this participation in the Canada Student Loans Plan and the included fact that families are expected to contribute, if able, neither students nor their parents can be regarded as free of their share of the obligation on the basis of arbitrary decisions on their part.
5. The Program, in its present form, is expected to assist over 60,000 young people of this Province in the current year, in addition to those who qualify for scholarships and fellowships.
6. We are attempting to the best of our ability to combine the inherent equity which basic rules provide with the degree of flexibility required to deal with individual situations.

The philosophy upon which the Ontario Student Awards Program is based is sometimes questioned. This is not surprising since there are many opinions as to what an effective student awards program should be. These range all the way from those who advocate student wages or stipends for the "work" of attending university to others who assert that no financial





aid whatsoever should be given to a privileged minority out of the public purse. While such extremes may seem far-fetched at this point in time, given on the one hand the limitation on the tax dollar and on the other hand the clear evidence that student aid is opening the doors of educational opportunity we are, nevertheless, of the opinion that no thoughtful approach should be discarded out of hand without careful study. Further, having encouraged others to acknowledge changing times and to consider new approaches and new ideas, we feel that it is important that those associated with the Department of University Affairs adopt the same attitude in this area of responsibility. We have learned, however, that Ontario is not alone in its desire to find better approaches to student aid. Thus, while taking steps to gain the knowledge and insight that it will take to improve our own programs, we have also encouraged our sister provinces to join with us, through the Council of Ministers of Education, in the search for better ideas. We have in turn been encouraged by their response and, to a considerable extent, by that of the Federal Government and a special study group is now at work on a co-operative and far-reaching study that will hopefully give us new insights into this very important area of higher education.



While we have every confidence that this co-operative endeavour with our colleagues in other jurisdictions will lead us towards effective new approaches to student aid, we feel we must also continue to look to our own specific responsibilities, to keep our own programs under constant review, and to seek, on our own initiative, modifications to our basic program, which, if valid, may be of considerable use to our colleagues in other provinces. For that reason I have encouraged the Ontario Committee on Student Awards, a body which was formed some two years ago to advise the Minister about student awards programs, to give consideration to and initiate, as required, any important studies which its members feel need to be undertaken. I am pleased to report that the Committee has initiated research undertakings in several key areas which its members feel require careful analysis. For example, this advisory body has set in motion investigations of the following types of problems:

1. accessibility to post-secondary education in socio-economic terms, including a comparison of the family incomes of the present student population with patterns that were common in former years and the effect of awards programs on these changes;





2. the attitudes towards and opinions concerning the current and alternative programs of aid as expressed by both students and the general public. What is the general attitude, for example, toward the idea of student wages, student grants and/or student loans? Is the concept of the loan really a deterrent to families from low socio-economic backgrounds?
3. the cost and feasibility of alternative aid programs with special attention paid to amounts of capital required, and the general economic consequences.

The Committee has engaged experienced researchers to undertake much of this work. The first of the reports, Student Financial Assistance Programs by Dr. Gail Cook and Dr. David Stager of the Institute for the Quantitative Analysis of Social and Economic Policy of the University of Toronto has been received and released as a public document. Earlier, a component of this study, dealing with the attitudes of secondary school students towards higher education was also released. Other reports will follow on the same basis. These studies, I am sure, will shed fresh light upon this important area of social concern and allow us to initiate constructive changes - changes based on fact, not on unsupported opinion.



May I reiterate, therefore, before ending my remarks on this particular issue, that our concern about and action within the field of student aid moves forward on two separate but related fronts. There is every evidence to suggest that the basic program currently operated within this Province is as good and equitable as any that can currently be found within North America. Yet we constantly question its accomplishment in our search for equity and opportunity. We shall, therefore, continue, in consultation with our Student Awards Officers in the various institutions, as well as on the advice of the Committee on Student Awards, to attempt to make whatever modifications and changes are required to ensure fairness in the distribution of funds and adequacy in terms of the scope of the program. In the meantime, given the trends which are already clear to us, we must continue with a search for new information, new ideas and, I am sure, eventually new approaches to student assistance in co-operation with our sister provinces and the Federal Government. Further, we are aware of research which is now being undertaken by people in jurisdictions outside our country as well. We have made contact with many of them, we are exchanging ideas, and we will remain alert, to the best of our ability, to everything worthwhile that other people can provide.

It is within the perspective of these activities, I trust, that any subsequent discussion about student assistance will take place.





Now, in the concluding portion of my remarks, may I turn to the general question of university financing. Earlier in these remarks, I set forth comparative data for the last five-year period. The results, I believe, are quite dramatic and give a strong indication of the rate at which this area of public support has developed in recent years. Much of this increase has, of course, been related to the growth in enrolment which has taken place within our institutions of higher learning and for which the operating grants formula automatically adjusts. Some of it has obviously reflected the increasing cost of living which has been part of our way of life in recent times. Much of the cost of higher education in recent years has reflected real improvement in the level of support to our universities in order that they might meet the challenge of the more complex world for which our young people are being prepared. I should, perhaps, emphasize that this year is somewhat different since the increase in operating grants is accounted for almost entirely by enrolment and rising costs. Nevertheless, these Estimates reflect a dollar increase of almost \$50 million over actual expenditures of the last fiscal year. In a period of financial retrenchment, expenditures of this magnitude, however essential, give rise to a number of reactions. On the part of an increasing number of people within the general public there is the feeling that we have reached the end of the line; that we cannot afford to increase



to any significant extent the amounts being directed to universities in future years. Those who hold this point of view would seem to gain support for their conviction by what has happened in many other jurisdictions where expanding university costs have been placed under severe restraints. On the other hand there are many people, particularly within the university community, who feel that we must continue to direct still more rapidly increasing amounts towards higher education to maintain viable staff-student ratios and quality of education in the face of continuing expansion. This attitude, I believe, reflects a combination of factors, not the least of which is the fact that increased support in recent years has led to increased aspirations among members of university faculties and administrations. There will always prevail within the university community a desire to conduct programs that are of the highest standards - standards which are often adjudged on an international basis. Advocates of this position feel, with some justification, that nothing is more important than the teaching and research programs conducted within the university setting. This has led some people to comment that universities can, in pursuit of worthy goals, readily spend every dollar that might be provided to them. The task of government, I would submit, is to determine how many of these dollars will lead to optimum public benefits in the broadest sense. On the other hand, there befalls the universities the task of convincing





the general public about their requirements. A major part of this responsibility is to give clear indications that support now being received is being spent wisely. I should like to come back to this point in just a minute.

There is one further obligation which must be faced in providing financial support; that is to ensure that whatever funds are available are distributed equitably. For however little or however much is provided, each institution must be convinced that it has received its fair share. In Ontario, a great deal of time, study and attention has been given to this issue. As a result we have come a very long way in recent years and we have set ourselves on a path that should provide us with even better techniques for determining and distributing university support in the immediate future.

I realize that it might be considered inappropriate or, indeed, even a display of political partisanship, for a Minister to indicate that in this Province we might happen to be leading the way in a given field of endeavour. The truth of the matter is, however, that in this regard it happens to be the case. And perhaps it is not really improper for me to so indicate since the judgement of the Minister is reflected



as much in his ability to accept new ideas as they are forthcoming from others as in initiating them himself. Much of the credit in this case must go to the Committee on University Affairs and to the Committee of Presidents as well, for their collaboration in bringing about the introduction of such techniques as formula financing to the area of university support.

Those who are willing to tell us about better ways by which government/university relationships might be handled in this Province would do well to reflect upon the results of our present patterns. The operating grant formula is but one example. The year 1969-70 will mark the third time in which the formula has been applied and it is generally regarded by those outside Ontario, as well as those within, as a pattern as good as any yet devised for distributing available monies. We know that it can be improved, and we know that its introduction has given rise to different kinds of problems which must constantly be kept under review to ensure that the overall quality of our educational programs is not adversely affected or that the emphasis on courses and programs within the university is not distorted.



It will be of interest to you to know that there is a joint subcommittee, involving the Committee on University Affairs and the Presidents which meets regularly to discuss formula problems as they become apparent and that a substantial number of changes and modifications intended to meet, in a constructive way, the requirements of our universities, have been carried out in the past two to three years.

In the meantime, as already noted, increasing attention has been directed towards the question of capital development. In many ways this is a more complex, and therefore more difficult matter. Nevertheless, once again on a co-operative basis, the Department, the Committee on University Affairs and the Presidents have committed themselves to the task of developing some rational objective means by which capital funds might be allocated and appropriate development of our institutions of higher learning guaranteed.

As in the case of the funding of capital projects, interim arrangements have been necessary as we move toward a more definite pattern. That is why two years ago, on a





retroactive basis; the Province moved to a 95 per cent level of funding of approved capital projects and broadened the scope of that arrangement to include all of the essential types of facilities needed for appropriate university life, save for residences, for which a separate set of provisions, including the establishment of the Ontario Student Housing Corporation, were made. In the current fiscal year provisions for capital allocations were taken a step further with the development of an interim formula device which enabled the Department to get a well-documented assessment of actual need for future years and, at the same time, ensure the appropriate distribution of the available funds.

I do not intend to outline, in any detail, the methodology that was employed in this regard. All of the documentation was made available to the institutions and to the press at the time of the budget announcement on 4th March, 1969, and can be provided to any interested member of the House. It was our hope, and initial reactions have indicated that this will be fulfilled, that universities will use this documentation as a basis for effective dialogue with the Department and the Committee, as well as a basis for sound future planning and thus contribute to the eventual development of a more complete capital formula which we hope to have ready to apply in the very near future.



I am not sure, in outlining these few facts, if all members of the House are aware of how significant this development is. The initial work that has taken place in Ontario over the last year or more has aroused great interest from other government and advisory bodies throughout North America and elsewhere and, consistent with my previous comments, we have been most happy to share with them the thinking that has been developed.

There are, of course, many specific and difficult problems for which we shall have to find answers. For example, while the approach of the interim formula gives promise of a device which will provide most adequately for new space requirements at universities, it leaves for other approaches such questions as funding of non-building requirements, including site development and utilities, the replacement and/or renovation of existing space, and, of course, the special types of situations which appear at given universities including, as but one example, the emergent institutions. Nevertheless, the very ability to identify these problem areas is, to my mind, a strong beginning towards eventual solutions that will allow us to cope with them adequately.





Our system, of course, will continue to grow. In the current academic year, our university enrolment has passed the figure of 100,000, not counting the church-related universities and colleges. We must now gear ourselves to the fact that the next decade will probably see that figure doubled, even though the rate of increase can be expected to moderate. Such growth will take place despite the fact that we will offer post-secondary education in other forms which will also expand at dramatic rates. The challenge of the future, therefore, will obviously be related not only to developing but to operating, with true effectiveness, a large and complex system of post-secondary education that will serve the interests of our people. It will give rise to problems of cost, it will give rise to problems of inter-relationships, but most important, as we already have seen, it will also give rise to problems of human development. We must develop a system that keeps at the forefront the importance of the individual with his needs, his problems, and his potential to contribute to a better society. This will not be an easy task and it will challenge the thoughts and the imagination of our most intelligent and inventive people.

As part of the process of confronting these problems, we have appointed a Commission on Post-Secondary Education. The approach that the Commission will take should ensure that every interested person and organization will have full opportunity to contribute toward the attainment of worthwhile goals in higher education.



We have in Ontario a relatively young, vigorous and fast-growing university community. In relative terms it is perhaps among the best on this continent, and this reflects the contribution of all who are involved in the university community - students, faculty, administrators, governors - as well as the Government and, not least important, the general public who provide the tax dollars.

Admittedly, higher education is not a field of endeavour in which sweetness and light are always likely to prevail. Indeed, widely differing points of view and dissent are essential. I marvel at the imagination of those who are led to state that the patterns of Government/University relationships in this Province are stifling dissent and dialogue. I see no evidence of this nor have I any desire to see it.

It can be stated, however, not as an item of controversy, but as a plain fact, that both universities and the Government are going to have to do more to share with the general public the kinds of problems we face, and explain with clarity and conviction the requirements that exist. We need not deny the existence of problems or shortcomings. Much remains to be done. But this should not detract from what this Province has accomplished to date in higher education. Ontario's record, I believe, speaks for itself. Now our purpose must be to improve and develop patterns of post-secondary education that will meet the needs of our young people and of our changing society.



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MINISTER OF UNIVERSITY AFFAIRS

AUDITED FINANCIAL STATEMENTS OF THE  
PROvincially-ASSISTED UNIVERSITIES

1. Last year the Honourable William G. Davis, then Minister of University Affairs, indicated to the Legislature his desire to table the audited financial statements of each of the fourteen provincially-assisted universities.
2. It is with pleasure that I am now able to act on this matter. In doing so, I should like to point out that the financial statement for The University of Western Ontario has already been tabled as called for under its Act, and that I am performing this duty for the University of Toronto statements on behalf of the Provincial Secretary as called for under The University of Toronto Act.
3. In presenting all of these financial statements, I want to emphasize that it must be recognized in making any assessment or comparison of the data contained in these documents that one





is dealing with fourteen very different institutions. In addition, the internal organizations and the financial records of these institutions vary to a wide degree, rendering it even more difficult to make proper comparisons.

4. This problem is receiving close attention and efforts are being directed to developing improved methods for the disclosure of financial information on university operations in a comparable manner, so that data can be correctly aggregated for the university system and simple and meaningful comparisons made between institutions.
5. The Legislature may be assured that significant progress is being made in regard to this matter. A committee of financial officers of the Council of Ontario Universities, which is the new name for the Committee of Presidents of Universities of Ontario, has two task forces at work which are meeting regularly with officials of the Department. The Department expects a new reporting form will be introduced in the 1971-72 financial year which will represent a major step forward. This should enable me to present the Legislature with comparable financial information for the year 1970-71, either late in 1971 or early in 1972.



6. Present divergent practices (for which good reasons exist) in the accounting systems and financial reports of the fourteen provincially-assisted universities make the task undertaken a major challenge. The completion of this work will therefore require close attention for a period of several years. We are proceeding, however, on the assumption that the essential requirements for more sophisticated financial information on university operations can be met without the need to introduce standard accounting systems and/or having audited financial statements prepared in a uniform format.
7. The tabling of these financial statements today is further evidence of the Government's determination that there should be full financial accountability not only by government departments and agencies but also by those public and quasi-public institutions which are in receipt of substantial public funds. I know that this development will be welcomed by all honourable members as it is by me on this occasion.

May 18, 1971.







MINISTRY OF COLLEGES AND UNIVERSITIES



STATEMENT BY THE HONOURABLE GEORGE A. KERR, Q.C.,  
MINISTER OF COLLEGES AND UNIVERSITIES.

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MR. SPEAKER: I AM PLEASED TO BE ABLE TO ANNOUNCE TODAY TWO ADJUSTMENTS WHICH WILL HELP ALLEVIATE THE FINANCIAL BURDEN ON GRADUATE STUDENTS CAUSED BY RECENT POLICY CHANGES AT BOTH THE FEDERAL AND PROVINCIAL LEVEL.

THE GOVERNMENT OF ONTARIO HAS DECIDED TO RAISE THE CEILING FROM \$1,800 TO \$2,400 ON PAYMENTS WHICH MAY BE MADE BY UNIVERISITES TO TEACHING ASSISTANTS. AS THE HONOURABLE MEMBERS KNOW, MANY GRADUATE STUDENTS HELP FINANCE THEIR STUDIES BY TEACHING UNDERGRADUATES.

AS A FURTHER AID, FOR THE PERIOD FROM SEPTEMBER 1, 1972 TO AUGUST 31, 1973, UNIVERSITIES WILL BE PERMITTED TO USE OPERATING FUNDS FOR THE PROVISION OF BURSARIES TO A MAXIMUM OF \$300 PER STUDENT TO THOSE GRADUATE STUDENTS WHO REGISTER FOR THREE CONSECUTIVE ACADEMIC TERMS. SUCH BURSARIES SHOULD BE OF DIRECT BENEFIT IN OFFSETTING THE THIRD TERM FEE TO BE APPLIED UNDER THE OPERATING GRANTS FORMULA FOR STUDENTS WHO ELECT TO TAKE THREE CONSECUTIVE ACADEMIC TERMS IN A TWELVE-MONTH PERIOD. FOR OTHER GRADUATE STUDENTS WHO ENROL FOR TWO ACADEMIC TERMS, THE FORMULA FEE WILL BE \$585, THE SAME AS THE STANDARD UNDERGRADUATE ARTS FEE.



THESE TWO MODIFICATIONS WILL ENABLE THE UNIVERSITIES THEMSELVES TO AID GRADUATE STUDENTS WHO MAY ENCOUNTER FINANCIAL PROBLEMS. BOTH THESE CHANGES HAVE BEEN RECOMMENDED BY THE COUNCIL OF ONTARIO UNIVERSITIES AND THE COMMITTEE ON UNIVERSITY AFFAIRS. I WOULD LIKE AT THIS TIME TO COMMEND THE UNIVERSITIES FOR THEIR WILLINGNESS TO USE OPERATING FUNDS TO ASSIST GRADUATE STUDENTS IN THIS MANNER.

THESE CHANGES WILL NOT REQUIRE ANY INCREASE IN MY MINISTRY'S BUDGET FOR THE CURRENT YEAR.

THE ONTARIO COUNCIL OF GRADUATE STUDIES HAS BEEN ASKED TO PROPOSE GUIDELINES FOR ELIGIBILITY TO RECEIVE THESE SPECIAL BURSARIES.

May 5, 1972.





MINISTRY OF COLLEGES AND UNIVERSITIES

MAY, 1972

ESTIMATES STATEMENT BY

THE HON. GEORGE A. KERR, Q.C.

MINISTER OF COLLEGES AND UNIVERSITIES

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Mr. Chairman, I take great pleasure in presenting the 1972-73 Estimates of the Ministry of Colleges and Universities to your Committee. I think it is fair to say that the recent Government reorganization has affected my Ministry as much as any other. To indicate the scope of the changes that have taken place, my Ministry as of April 1, 1972, had 875 employees compared to only 123 when the Estimates of the former Department were presented a year ago. Members might be interested to know that in addition to its involvement with Ontario's 14 provincially assisted universities and 20 community colleges, Ryerson Polytechnical Institute, the Ontario College of Art, the Royal Ontario Museum, the Art Gallery of Ontario and the McMichael Conservation Collection, my Ministry is now responsible for apprenticeship training, educational television, public libraries, schools for registered nursing assistants, the Ontario Science Centre and the Public Archives.

There are now 127,000 students enrolled at our universities and 34,000 students at our community colleges.





Estimates for this fiscal year total a record \$719,597,000, including \$687,298,000 in direct support for post-secondary education.

This includes grants to universities and related institutions totalling \$465,683,000 and grants to colleges of applied arts and technology totalling \$130,425,000. These both represent substantial increases over the support figures for 1971-72 and indicate the determination of the Government of Ontario to maintain one of the best post-secondary educational programs in North America.

The Estimates also provide \$34,858,000 for grants and awards to students, of which \$31,700,000 is earmarked for our Ontario Student Awards Program. This represents an increase of about \$2.8 million over what was spent on student awards last year. Members might be interested to know that OSAP criteria are currently under review and it is my hope that we can find enough flexibility within the present legislative framework to ensure that no student who has the ability to benefit from a post-secondary education will be denied that opportunity for financial reasons.

Recognizing the problems that changes at both the Federal and Provincial levels have posed for graduate students, we have adopted recommendations of the Committee on University Affairs that the earnings ceiling for teaching assistants be raised from \$1,800 to \$2,400 and that for the period from September 1, 1972 to August 31, 1973, universities



be permitted to use operating funds for the provision of bursaries payable to graduate students registered for three consecutive academic terms, to a maximum of \$300 per student.

As members are aware, the whole question of support for church-related institutions has become increasingly important because of the very serious financial difficulties that they are currently experiencing. This rather complex subject has been referred to the Committee on University Affairs and I would hope that we will be in a position to resolve some of these matters shortly.

Our Industrial Training Branch, which was recently transferred from the Department of Labour, is heavily involved in apprenticeship training for tradesmen, short-term training in industry and the certification of craftsmen. We believe that while this system will continue to be a viable form of training for many years to come, we must explore other methods if we are to develop a labour force to serve Ontario's mobile society. We have adopted for example the block or modular system, which breaks down a training program into elements of skill and knowledge. A trainee covers only those blocks he needs for his initial job and a permanent record is kept of his accomplishments. As the job demands or as he seeks to expand his skill profile, the trainee covers other blocks and his qualification record is changed accordingly.

We have introduced block training in areas such as the petrochemical industry, food processing, the mining industry and the carpentry



trade. The operating engineer legislation has recently been amended and will allow the implementation very shortly of a complete modular training program for stationary engineers. A similar approach is well underway for electricians.

A task force was formed about a year ago to study the whole future of industrial training. It has received briefs from scores of corporations, unions, educational institutions and individuals.

The Industrial Training Branch was heavily involved last winter in Ontario's winter works program. It enabled people who were unable to obtain jobs and qualify for an apprenticeship program to obtain the related in-school training at some of our community colleges. The work completed will be counted towards future apprenticeship. The program also helped many immigrant tradesmen to acquire a greater knowledge of the English language and allowed small businesses to become involved in employing and training individuals.

The Ontario Educational Communications Authority--a Crown corporation of this Province--now reports to the Legislature through my Ministry.

This new reporting relationship reflects the increasing emphasis being placed by the Government on social development and a recognition of the importance of the role of the communications media in the education of citizens of all ages. It should be noted that the Authority will continue to devote a significant part of its resources in support of those areas under





the jurisdiction of the Ministry of Education and for that reason a substantial part of the Government grants to the Authority will be found in those Estimates. The Committee is advised, however, that all questions relating to the Estimates and activities of the Authority should be raised during my Estimates.

Members may be interested to know that a number of the Authority's programs have been purchased by the National Broadcasting Corporation for showing in the United States. The audience for Channel 19 has increased during the past year by 25 per cent.

One of the most interesting new additions to my Ministry is the Ontario Science Centre and I hope that later this year we will be able to find an opportunity for members to see some of the exhibit developments which have taken place in the last two-and-a-half years. At the moment a new environmental gallery called Spaceship Earth is in the final stages of completion. A major undertaking this year will be the restructuring of the Hall of Communication. It will see the additions of various new exhibits dealing with sound perception and word communication, plus a re-alignment of existing exhibits. The Science Centre has become one of Ontario's foremost tourist attractions and we expect some 400,000 visitors during the summer vacation period.

My Ministry will provide \$3.4 million to the Province of Ontario Council for the Arts to promote cultural growth. Substantial support is given to the Canadian Opera Company, the National Ballet, the Stratford



Festival, the St. Lawrence Centre Theatre Company, the Toronto Symphony and other Ontario symphony orchestras. In all, 168 arts organizations and 49 individual creative artists, writers and film-makers in 51 Ontario communities received grants from the Council.

The Archives of Ontario recently moved to new and expanded quarters. Improved storage facilities will now ensure proper preservation of its invaluable documentary holdings. We are now seeking out privately-held documentary material relating to the history of Ontario and my officials would be glad to hear from any member who has any knowledge of these early records. This year the Historical Branch will commence publication of short historical summaries on the 670 commemorative plaques erected to date. The first volume will relate to the Niagara Peninsula and the Counties of Norfolk, Haldimand and Wentworth.

In conclusion may I just say simply that this Government will continue to give the provision of a first-class post-secondary education system the very highest priority in the seventies. The great expansion of the sixties may be levelling off but if we are to provide the highly skilled work force to serve a mobile society like Ontario's, we must continue to develop new techniques and new approaches to education. The development of our community colleges in the last few years has been of some significance. The success of graduates from these colleges in obtaining interesting and worthwhile employment has been most



encouraging. In the next few years I can see much greater use of educational television at the post-secondary level in Ontario. We may well move into the open university concept which has proved so successful in Great Britain and Germany. The whole field of adult and continuing education is just barely opening up. My Ministry will continue to give the leadership required to stimulate new initiatives in these areas and I look forward with anticipation to the challenges ahead.







Government  
Publications  
JUL 26 1972

MINISTRY OF COLLEGES AND UNIVERSITIES

NEWS RELEASE

Not for release before:  
4:00 p.m., Wednesday, July 19

NINE NEW MEMBERS APPOINTED TO ROM BOARD

The Honourable George A. Kerr, Minister of Colleges and Universities, announced today the appointment of nine new members to the Board of Trustees of the Royal Ontario Museum, to fill existing vacancies and retirements.

"I am confident that the new members will broaden the representation of the community-at-large on the Museum's Board," said Mr. Kerr in a statement released today. "The average age of the new members is in the mid-forties, six of the appointees are from communities outside Toronto, three are women, including a representative of the ROM's Membership Committee, one member is Research Director for the Ontario Federation of Labour, one is a high school history teacher, and one is Secretary of the Citizens' Committee to Save the Museum. All the new appointees are active in community affairs and are keenly interested in Museum activities."



The nine new members of the Board are as follows:

Mr. Gerald E. Boyce, 39, of Belleville, Ontario.

Mr. Boyce is a high school teacher at Moira Secondary School in Belleville, a member of the executive of the Ontario Historical Society and author of books on Hastings County. He helped to establish the Hastings County Museum in 1961.

Mr. John W. Eleen, 49, of Toronto, Ontario.

Mr. Eleen served in the Royal Canadian Air Force and is now Research Director of the Ontario Federation of Labour. He represents the O. F. L. on the Conservation Council of Ontario and is also a member of an Advisory Committee for Humber College. Mr. Eleen is a collector of pottery and antique furniture.

Professor Fernand Ouellet, 45, of Carleton University, Ottawa. Professor Ouellet has a Ph.D. from Laval University and is the author of many treatises on Canadian history. He is a past president of the Canadian Historical Association and a member of the Royal Society of Canada.

Mrs. Ruth McGill, 52, of Brantford, Ontario.

Mrs. McGill is a graduate of the University of Toronto, has been an active supporter of the Royal Ontario Museum and is a member of the Board of Management of the Glenhyrst Art Museum in Brantford.



Dr. William S. Monk, 44, of Bracebridge, Ontario.

Dr. Monk is a graduate of the University of Toronto Medical School and a Fellow of the Royal College of Surgeons. He has been active in community affairs, is a member of the Bracebridge Library Board and an interested supporter of the Royal Ontario Museum.

Mrs. Maureen Myers, 40, of Chatham, Ontario.

Mrs. Myers, a Franco-Ontarian in background, is a graduate of Brescia College of The University of Western Ontario. She has been active in adult education and started Discovery Theatre in Chatham.

Mrs. Joan Randall, 44, of Toronto, Ontario.

Mrs. Randall is a Life Member of the ROM, a founding member of the Museum's Membership Committee, Past Chairman of the Museum's Touring Committee, and representative of the Arthur G. Walwyn Foundation for the ROM Group of 100. She will represent the Members' Committee of the Museum on the Board.

Mr. Walter Reeves, 70, of Burlington, Ontario.

Mr. Reeves has a wide acquaintance with museums in Canada, the United States, the United Kingdom and Europe. He is currently Chairman of the Board of the Halton County Museum, and has been a member of the Board of Management of the Joseph Brant Museum for the past three years and is former president of the Burlington Historical Society.





Mr. Warren Seyffert, 31, of King, Ontario.

Mr. Seyffert, a graduate of University of Toronto Law School, is Secretary of the Citizens' Committee to Save the Museum.

Mr. Seyffert is Chairman of the Board of Opportunity House, Incorporated, which operates two group homes for youth.

These appointments were confirmed at a Cabinet Meeting on Wednesday, July 19, and are to take effect immediately.

Of the 21 members of the Board of Trustees of the ROM, 15 are appointed by the Lieutenant Governor in Council, three are elected by members of the Museum, and there are three ex-officio members, including the President of the University of Toronto, the Chairman of the Board of Governors of the University, and the Director of the Museum. Previous appointees of the Lieutenant Governor in Council who are still serving on the Board are Mr. Roy Cole, Mr. John Langdon, Mr. Stephen Roman, Mr. Richard Meech, Mr. Noah Torno (Chairman) and Mr. D. B. Weldon.

July 19, 1972





MINISTRY OF COLLEGES AND UNIVERSITIES

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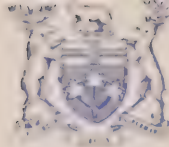
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July 19, 1972





ONTARIO

MINISTRY OF COLLEGES AND UNIVERSITIES

[Statements and speeches]

STATEMENT BY

THE HONOURABLE JACK MCNIE

MINISTER OF COLLEGES AND UNIVERSITIES

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TO THE LEGISLATURE

THURSDAY, NOVEMBER 23, 1972

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CAPITAL ASSISTANCE  
TO COLLEGES AND UNIVERSITIES





MR. SPEAKER:

From 1964, when the Department of University Affairs was created, up to the present, full-time post-secondary enrolment in Ontario has increased from 70,000 to approximately 190,000. To accommodate this growth, extensive physical facilities have been provided by the taxpayers.

During this period, capital grants to the universities from the Province for this purpose have totalled \$868 million.

Since the first colleges of applied arts and technology opened their doors in 1966, the colleges have been supported in a construction program which has resulted in the present complex of modern, functional units and renovated buildings located on more than 60 campuses across the Province. Provincial support for this community college building program has totalled \$246 million.

The combined total of capital assistance for university and college buildings during this period has been \$1.114 billion.

Marked changes have been and are taking place in post-secondary education, not only in Ontario but in other provinces and jurisdictions as well. In view of these changes and having in mind rising costs



of higher education in a period of limited financial resources, the Government is reassessing its overall priorities. As a result, there will be a deceleration in the flow of capital support to those institutions which receive funds through this Ministry.

The effects of this decrease in capital flow in the years ahead will be felt immediately as it will not be possible to proceed with many projects which the institutions had scheduled to begin this year. Essentially, building projects will be limited to those already under construction.

This pause will provide the Government and the institutions with the opportunity to study current enrolment trends and to examine existing inventories of space with a view to more intensive utilization and generally to reconsider their plans for future development. In consultation with administrators, officials and advisory bodies, and with regard to the final Report of the Commission on Post-Secondary Education, the Government will seek to determine the best possible directions of growth.

Despite the necessity for exercising constraints in post-secondary building programs at the present time, I would like to reaffirm the Government's commitment to its stated goals of providing post-secondary opportunities to all qualified students and of encouraging excellence in our college and university programs.





MINISTRY OF COLLEGES AND UNIVERSITIES

STATEMENT BY MINISTER OF COLLEGES AND UNIVERSITIES

January 12, 1973

With reference to the recent fee protest by some university students, the Honourable Jack McNie, Minister of Colleges and Universities, stated today that he had no quarrel with the universities issuing Ontario Student Award Program cheques to students who have not yet paid outstanding fees

- provided the student is reminded of his contractual obligation to pay his full fees, the amount of which he was well aware of when he signed his agreement with OSAP.
- provided the university advises the Ministry of Colleges and Universities of those instances where fees have not been paid in accordance with arrangements satisfactory to the university.

Mr. McNie said there are two basic considerations that the students and the universities have to take into account in the present situation:

First of all, on the Ontario Student Awards Program application form, there is a declaration signed by each student which states:

".....I will use the proceeds of any award granted for payment only of educational and living costs directly related to my course of study. I further agree that the first use of such proceeds will be to pay my academic fees..."

In other words, students are already aware that their awards have been made for educational purposes, including monies for payment of fees.

Secondly, the existing requirement whereby fees are to be used for educational purposes, with priority given to institutional fees, is a long-standing arrangement. In 1969, a memorandum sent to all universities stated:

"The first call on the funds issued to a student through the grant portion of the Ontario Student Awards is the payment of outstanding fees owed to the institution. Students are not to be issued the grant cheque, or any portion





of the funds represented thereby, unless arrangements satisfactory to the institution have been made for the payment of outstanding fees."

At this time, the Minister sees no reason to vary those instructions. As the universities are autonomous institutions and have retained full responsibility for such matters as the collection of fees from students in attendance, the Government is prepared to let each university work out satisfactory arrangements for this purpose.

Mr. McNie also said that it might be helpful to establish certain facts regarding current fees and loan ceilings:

- As has been indicated on a number of occasions there will be no further increase in fees in the coming year.
- With regard to the fees, the increase last spring was the first general increase in over eight years.
- The increase in undergraduate fees was therefore less than 2% per year compounded when compared with an increase of over 30% in the cost of living during the same period.
- Our present fees are not out of line with undergraduate fees in comparable jurisdictions.
- In the case of students receiving assistance under the Ontario Student Awards Program, \$100 in tuition has been added to their other educational costs for purposes of calculating entitlement under the Ontario Student Awards Program.
- Those getting OSAP awards represent two out of five students attending college or university in Ontario.
- The repayment of the loan need not begin until six months after graduation and no interest is paid until that time.
- With regard to the increase in the loan ceiling last spring from \$600 to \$800, the effect has been that, whereas a student with a \$1,500 Ontario Student Awards Program entitlement last year would have received \$600 in Canada Student Loan and \$900 in Provincial grant, this year - with the fee increase included - he would receive a total award of \$1,600, made up of \$800 loan the first term and \$800 grant the second term.
- On balance the Ontario Student Awards Program is at present more generous than in other provinces, where the loan portion ranges up to \$1,400.



NOTES PREPARED FOR DELIVERY BY

THE HONOURABLE JACK MCNIE

MINISTER OF COLLEGES AND UNIVERSITIES

TO A MEETING OF

THE PRESIDENTS AND BOARD CHAIRMEN

OF ONTARIO'S PROVINCIALY ASSISTED UNIVERSITIES

COLLEGES OF APPLIED ARTS AND TECHNOLOGY

AND OTHER POST-SECONDARY INSTITUTIONS

AND FOR THE SENIOR OFFICIALS OF BRANCHES AND AGENCIES

ASSOCIATED WITH

THE MINISTRY OF COLLEGES AND UNIVERSITIES

HYATT-REGENCY HOTEL

FEBRUARY 1, 1973





We are looking forward to hearing from D.O. Davis, Chairman of the Commission on Post-Secondary Education which brought down its report this morning after nearly four years of study, submissions and hearings.

It has been a long, long labour for our Commission members and for those associated with it, - but the offspring is loud and lusty, - showing great promise for the future. It's a baby that may keep a few people awake at night. Not me I hope.

During the almost four years the Commission has been in action, they have acted as a catalyst for profound and prolonged discussion and debate on a vital subject. Over 334 submissions were made to the Commission before the interim report was released last spring and 408 later. A total of 742.

Probably no Commission ever received as many submissions, - or was greeted so warmly and widely at public hearings around the province.





We owe a great debt to the Commission for the zealous way they approached the task - and for their infinite patience with one another. The fact that the reservations are so few, and so brief, speaks for itself. And we want you to know just how much we are indebted to you.

To the two chairmen, Doug Wright and D.O. Davis, we owe a special vote of thanks. You'll get your reward somewhere else. Heaven I hope! We will know better when the Report hits the fan.

As you will have gathered from today's press the COPSE report has a great deal to say about all the areas covered by our Ministry. It serves to remind us how much we are all a part of one another, - and that together we are being charged with a very heavy responsibility.

That essentially is why we are here tonight, - that we might be reminded of our interdependence and our collective conscience.



The Honourable William Davis in his charge to the Commission in May, 1979 asked them to recommend:

"patterns of secondary education required for the future to ensure appropriate and orderly development to meet the needs of the Province over the next two decades".

Doug Wright put it a little more profoundly and cogently when he said the commission's task was to help:

"ensure the survival of the human spirit"

then he spoiled it by adding:

"in a highly complex, fast-changing technological and bureaucratic society".

This poses a question often heard in schools and universities, "Why use one verb or one adjective, when you can use six?" According to my teen-age children, the answer is simple, "So you can pass!"

It is too soon for the Government to respond to the Report in either specific or general terms. We only received it yesterday. You will receive a copy later to take to bed with you tonight.



I hope that, - after you have read the section on funding, - you will skip back to the beginning and read the report all the way through. It makes very stimulating reading.

(I might add "Sweet dreams!" )

For a few minutes tonight I would like to talk to you about the Ministry and the ways in which it is currently accommodating its responsibilities.

It became very apparent earlier this year that we must reorganize our operation if we were going to provide needed leadership and service, - both to traditional post-secondary activities and the new ones.

When the Ministry was simply the Department of University Affairs, the day to day business and development of policy were reasonably dealt with by one group of persons.

But as the mandate expanded there emerged a need for staff and skills, and for policies and planning that could cope with the enlarged and often very sophisticated needs of the post-secondary community in the 70's.





To accommodate the new demands, the new Ministry organization provides for:

1. An improved response to clients, - by the creation of "support" branches to our constituencies.
2. A central "service" facility, that looks after the day to day business of transfer payments, student award cheques, and such.
3. A small policy-making group that will respond to new needs and develop new plans - and which will be guided by -
4. A Ministry Management Committee, drawn from the operating divisions of the Ministry and including the Minister and the Deputy
5. Advisory Committees will, through the Minister, continue to provide their essential input to the policy-making process.



This is a good spot to recognize the important - indeed indispensable contribution - made by our various advisory committees, all represented here tonight.

Whereas there were formerly just two formal sectors in our Ministry, there will not be three, - universities, colleges and cultural affairs, -- each headed by an Assistant Deputy Minister, - and if COPSE has influence we may eventually end up with four. Whatever our final structure, the Ministry is being reorganized to meet not only the needs of our "clients" (that's you) -- but also -- and more important -- the needs of our people. We hope they prove to be one and the same thing.

We honestly believe that our government, in its reorganization of this Ministry, - embracing as it does such a wide range of educational and cultural activities, - has caught the mood of our times, - and has provided us with an



unprecedented opportunity to explore entirely new dimensions of learning for the people of this province and nation.

Those campuses faced with what appear to be unprecedented difficulties, - financial and otherwise, - can be excused for grimacing at these lofty sentiments. And it is small comfort to be reminded by old timers that there have indeed been hard times before on the campuses, - much harder than today for some.

But come through it we will, - in spite of rising costs and falling enrolment, capital freeze or student fees, - and most of us will come out better and stronger for it.

(REFER TO CARTOON)

While we have had some unrest on the campuses it is hardly abnormal, - indeed it would be abnormal if there weren't. And I must say that my visits to the campuses have always been enlightening. While the exchanges have on occasion been heated, - there has usually been more light than heat, - at least as far as I am concerned.

(REFER TO CLIPPING "McNie bores students")





I would be remiss if I did not recognize that the only reason there is not more unrest is because of the extremely sensitive and responsible way in which our administrators, their faculty and students, have coped with their respective difficulties.

There has been a remarkable spirit of understanding and co-operation, both within and without our institutions notwithstanding what we might read in the press. And I want to tell you, Mr. Premier, how fortunate we are to have so many able, dedicated and forthright men at the helm at this particular time in our affairs.

Thanks to the work of the joint committee of COU and CUA, which has been exploring the funding problem, we are confident we can bring in a means of financing which will allow universities to plan better. Our proposals, which will probably involve the slip year, may not be as generous or as comprehensive as some of you might hope but we are trying to be fair, taking many variables into account, including the small undergraduate institutions.

The community colleges also suffer problems related to lack of lead time in budgeting. This message came through loud and clear in the letters I received from the universities and colleges on the subject of funding. I might add that the



letters which came in from the majority of our institutions were extremely helpful and added an important dimension to the proposals from COU, CUA, and from our own Ministry. And we hope the concept of the slip year may apply to them also. Here the wider range of enrolment change would probably require more adjustments during the interim period.

For those of you who are not associated with a university or college, this talk of enrolment and formula funding is (if you will pardon a pun) pretty academic.

The new post-secondary sector in the Ministry described variously as the "Open Sector", "Cultural Sector" etc. accommodates a large constituency.

All levels of government, - and the public at large are agreed that a disproportionate amount of time, talent and money has been devoted to our formal institutions of learning.

Some of it has been based on false premise that a child had rocks in his head if he did not bury it in books from pre-kindergarten to post-graduate days. An increasing number of parents trying unsuccessfully to interest their teen-age offspring in Shakespeare - rather than Coles -



have concluded that they are the ones that should be studying Hamlet and Midsummer Night's Dream, - not Johnny or Janet.

And make no mistake about it, - they will in the years immediately ahead. And if the Universities and Colleges don't meet the need,- convincingly,- someone else will.

Much of the post-secondary learning in the 70's and 80's will be highly informal,-- where it is difficult to separate learning from entertainment and pleasure,-- where one must be careful not to overorganize,-- or even, perhaps, to overfund.

There is much catching up to do,-- in our museums, libraries, art galleries, in the development of our botanical gardens, performing arts, historic buildings and archives.

Some universities and colleges are already recognizing the unique contribution of these more loosely structured components,- and are exploring new fields together, sometimes relinquishing to them responsibilities previously shouldered by themselves





I can think of one citizens' group that is doing much more with a \$15,000 grant in the arts area than a university was able to do with \$50,000.

The trick is going to be to encourage the integrity of each of the sectors,- to recognize their interplay and integration in the total pursuit of post-secondary education... and to do this with reasonable financial resources.

In the past two years, particularly in the past year, there has been a great deal of soul-searching by all serious educators. Some of it has been prompted by student dropouts and sit-ins; some of it by capital freezes and shrinking operating revenues; but I like to think most of it has been prompted by the needs of our students and society,- and our own dissatisfaction as administrators and teachers with the potion we've brewed. Maybe like tea it has steeped too long,- and we need some fresh bubbling boiling water, and a warm tea pot to get a full flavoured brew.

The questions come easy: the answers are harder to come by.



- How do we ensure ready access by our citizens to the post-secondary sectors?
- where do non-citizens fit into this picture, - both as students and teachers?
- will the sectors act co-operatively, or will they jealously guard traditional preserves?
- will a decent co-ordination evolve locally -- regionally-- or will government have to impose it?
- will we see an interchange of staff between all post secondary sectors, so that knowledge and methods can be exchanged? or will we
- see more hierarchies develop?
- will non-sequential learning be really accepted by the universities?
- is it consistent with the aims of the university?
- will learning be a pursuit that keeps our universities, colleges, museums, galleries, etc. filled with lively people, and responding to new demands?
- what is research all about?
- are we prepared to admit that much learning, and some of our best creative people, can never be institutionalized?



- ought we not to more clearly define the purpose of graduate studies?
- are teachers really encouraged to teach?
- does university education prepare a teacher for a core city grade school?
- would students be more inspired if they were more involved in the teaching process?
- how can we do a better job of enlisting the vast talent available at little or no cost in every community?
- how should we interface the new secondary school curricula with post-secondary opportunities?
- how do we measure performance and potential for admission purposes?
- how do we make bilingualism work in the post-secondary scene
- how about a woman president of a university?

These are only a few of the questions which we have to answer; there are many more.





I was intrigued by one passage in the preface to the COPSE report. It notes that as the Commissioners came to recognize the magnitude and complexity of their task

"they were drawn into extensive and deep examination of their own values and judgements pertaining to education today"

None of us in this room can afford to be any less honest.

This Ministry is by all odds the most interesting and challenging one in the government, because in a very real sense it touches every facet of our lives.

More than any other it is concerned with the values and priorities of our present day as well as our past, and future.





MINISTRY OF COLLEGES AND UNIVERSITIES

February 22, 1973

STATEMENT BY THE HONOURABLE JACK McNIE  
ON THE REPORT OF THE ROYAL COMMISSION ON BOOK PUBLISHING

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The final report of the Royal Commission on Book Publishing marks another step forward in the effort to conserve a Canadian book publishing capacity.

Our Ministry has been asked by Premier William Davis to undertake immediately a review and evaluation of the Report and make recommendations with respect to its implementation. Other Ministries which have a special interest in the Report have been invited to respond and will be represented on an Advisory Committee chaired by the Ministry of Colleges and Universities.

The seventy recommendations made by the Commission deal with all sectors of the publishing industry. We are indeed indebted to the members of the Commission for their contribution to the cultural life of our province and of Canada as a whole.

The Royal Commission was formed on December 23, 1970, and has issued three Interim Reports, a Final Report on the Distribution of Paperbacks and Periodicals in Ontario, and a volume of Background Papers relating to the work of the Commission.

I am pleased that a number of the recommendations contained in the interim reports of the Commission have already been implemented by the Government.



In the First Interim Report dated March 23, 1971, the Commission recommended that the Government of Ontario, through the Ontario Development Corporation as its agent, should offer to assist McClelland and Stewart Limited, the largest of the Canadian-owned book publishers in Ontario, by acquiring ten-year-term convertible debentures issued by the company in an amount not to exceed \$961,645. The Government accepted this recommendation.

In response to a recommendation in the Commission's Second Interim Report of June 8, 1971, that restrictions should be placed on the sale to non-residents of Canada, of firms or corporations whose principal business in Ontario is the distribution or wholesaling of periodical publications, the Government passed legislation establishing The Paperback and Periodical Distributors Act, 1971. The wholesaling of periodicals and mass-market paperback books in the Province of Ontario is now developing in an orderly manner.

In the Third Interim Report dated August 20, 1971, the Commission recommended that financial assistance should be extended by the Government of Ontario in the form of a line of credit guaranteed by the Province of Ontario, with 50% of the interest rate subsidized by the Government. The recommendation was accepted and, through the Ontario Development Corporation, such assistance has been granted to the following companies to date:

Clarke, Irwin & Company Limited  
Godfrey, MacSkimming and Bacque Limited  
New Press Trade Division  
The Book Society of Canada Limited

The Commission has also published a number of useful background papers which deal with the difficulties facing Canadian publishers in a market with a breadth of 4,500 miles, a scattered population, a school market split by provincial boundaries, and with one huge publishing industry as a neighbour and two others just on the other side of the Atlantic.





The inter-ministerial Advisory Committee which has been set up to evaluate this Report and consider its implications for the Government includes representatives from the following areas:

Ministry of Colleges and Universities

Ministry of Consumer and Commercial Relations

Ministry of Education

Ministry of Government Services

Ministry of Industry and Tourism

Ministry of Treasury, Economics and Intergovernmental Affairs

Management Board of Cabinet





MINISTRY OF COLLEGES AND UNIVERSITIES

NOTES

FOR REMARKS BY

THE HONOURABLE JACK MCNIE

MINISTER OF COLLEGES AND UNIVERSITIES

AT A

DINNER TO MARK THE CENTENNIAL

OF THE

FACULTY OF APPLIED SCIENCE AND ENGINEERING

OF THE UNIVERSITY OF TORONTO

THURSDAY, MARCH 29, 1973

HART HOUSE

UNIVERSITY OF TORONTO



### INTRODUCTORY REMARKS

1. Since all of you that listen have a close connection with the University of Toronto's Faculty of Applied Sciences and Engineering, I am sure you are familiar with the history of its foundation and the story of its growth.
2. However, as one looks back over the academic history of engineering, it is surprising how slowly it has come to be accepted in the universities. (Some of my engineering friends tell me that it is not completely accepted yet!)
3. Law, medicine, theology, the liberal arts, have a long university history. But the first recorded chair of Engineering in a Commonwealth country (so far as I know) is indecently modern: 1840 -- at the University of Glasgow.
4. Even here the event was not welcomed by the academics. The Senate is said to have refused to give the first professor a classroom to lecture in.
5. But in this perspective, Toronto's establishment of a school of engineering as early as 1873, reflects that post-secondary education in the Province was well ahead of the times. As, indeed, we like to think it is today. In 1895, Canada had four engineering schools: McGill, Ecole Polytechnique, Queens and Toronto. In 1973, there are 38 whole or partial programs enrolling 22,500 students (first degree level) and graduating 4,250 students (first degree level).





6. Let me welcome our friends from Quebec, and acknowledge that in at least this one instance, McGill was a bit ahead of us. And we join Ecole Polytechnique this year in celebrating its hundreth anniversary of engineering at the post-secondary level. Monsieur Bernard Lavigueur, President and Principal of Ecole Polytechnique and Dean Roger Langlois are our guests tonight.
7. Dean Ham was kind enough to give me some details of the graduates of your school. And what an impressive list of chairmen and presidents it was and diverse as well. I note that one of the school's early graduates was J.A. McCurdy (class of 1907) who designed the Silver Dart with Alexander Graham Bell.
8. As I review your list of graduates, I see that there are many who are known to me as businessmen, or public servants -- but not as engineers. I suppose that is because engineers are so retiring and self-effacing. I wonder if the public recognizes the service given by engineers to so many walks of life?
9. In the past four years, the Government has encouraged everybody with a special interest in post-secondary education to "go tell it to the Commission".
10. Do you realize that this Commission -- the Commission on Post Secondary Education -- was chaired successively by two engineers, Dr. D.T. Wright and Mr. D.O. Davis?
11. The Commission's report makes many suggestions that could affect the engineering profession. So, if you don't like it, call my Deputy -- another engineer.



12. These three engineers remind me of my involvement in a building project which went sour -- and which the architect attributed to "over-engineering".
13. The University of Toronto figures are interesting here. Since 1950, the numbers of U of T graduates in the "service industries" has increased from about 35% to almost 50%.
14. And, as we look at what engineers do, we're impressed by the way in which they move out of engineering into other lines of work.
15. About 60% of Toronto's graduates begin work in their chosen field of study. But 20 years after graduation, almost all of them moved into positions of supervision and management -- and a very substantial proportion are in executive positions.
16. A couple of questions are suggested by these statistics:
17. First, are your engineering programs purposely, or accidentally, equipping your graduates for movement into management?
18. Second, this sort of mobility keeps the business of engineering young. Because, as engineers move out of the practice of their subject into broader, executive responsibilities, new blood is infused into the veins of engineering practice.
19. This seems to me to be a good thing. And, by the way, it represents a mobility, and a vitality, which the Government Service is beginning to follow.



20. And there's another important dimension too. The international one. And it's an impressive one as far as you're concerned.
21. Your faculty has truly stretched across the world. In the 60's you worked with the regional college in Mangalore, India. In the 70's you are involved in a project in Havana, Cuba -- working with your sister universities in Waterloo and British Columbia.
22. The versatility of the Engineering Faculty can even manage to find links with the President of its own University. Dr. John Evans. In 1960. in co-operation with the Faculty of Medicine it sponsored the Institute of Bio-Medical Engineering. Since then there have been many important projects. One was the development of the gamma ray motion picture camera capable of seeing through the body, to photograph the organs actually working. Another project was the discovery of a new material for casts on broken limbs. And the Department of Industrial Engineering has initiated studies of health-care systems and planned operations for out-patient clinics. Many people don't realize the input of engineering to all sorts of "systems".
23. Ontario's engineering schools established an important precedent a few years ago by initiating a study of their purpose, their objectives, their rationalization.
24. The study produced was called "Ring of Iron". I am told that this was not universally hailed by academics. But it has three important implications:





- i) Of their own volition, academics called for an appraisal of their work and their objectives.
  - ii) A report was approved which called for co-operation. There had to be some give and take among the universities.
  - iii) The approach may be a model for similar appraisals in other subjects.
25. Some of the recommendations in "Ring of Iron" are, I know, difficult for some to swallow. But the government welcomed it because it is a test of the way in which the academic community in engineering schools is able to subscribe to common objectives. Voluntarily. We need more of these kind of voluntary initiatives -- in all disciplines.
26. The newer schools of engineering expect a great deal of leadership from the older institutions.
27. I know that it would be easy for the long-established schools to go along their own path, and to ignore the circumstances of their newer colleagues.
28. But I'm sure that the University of Toronto's engineering school won't do that. We are sure that it will offer leadership, realising that its own territory has to be adjusted as newer engineering schools try, in turn, to make their particular contribution.
29. I believe that this is what "Ring of Iron" tries to suggest. And I'm glad to recognize your Dean, Dr. Jim Ham, who was chairman of the Committee of Deans of Engineering, when work on "Ring of Iron" was initiated.



30. Jim Ham's seven year tenure as Dean ends June 30th when he goes on sabbatical leave for a year, "retreading" himself. He expects to spend most of his time in Toronto writing a history of technology and exploring the relationship between engineering and economics. He is widely recognized in the university community as an innovator: he helped establish the Institute of the History and Philosophy of Science; he was the main instigator of the establishment of the Institute of Bio-Medical Engineering; he set up in the Engineering Faculty the Cockburn (pronounced Coe0burn) Unit in Engineering Design which emphasizes design at the undergraduate and graduate levels. And he was at the top of a large, complex faculty during demanding times. We are all greatly indebted to Dean Ham.
31. I'd like to offer a word of good wishes (or some sympathy) to your new Dean, Ben Etkin. I know that he's already made his mark in your faculty; that he's very well respected in the profession -- and that he's got some exciting years ahead of him!
32. Anniversaries are a time to look back... and ahead.
33. We celebrate the initiative of an Ontario university establishing the province's first engineering school. We recognize the contribution made by this school and those it has spawned.
34. But we also look ahead tonight.
35. The talent and commitment that gave you the school, that has given you a well-deserved reputation, is going to serve you and society just as well in future years.



36. We salute you for your past achievements; and we look forward to your continuing initiative.





*Remarks by the Minister of Colleges and Universities*

REMARKS BY THE MINISTER OF COLLEGES AND UNIVERSITIES

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THE HONOURABLE JACK MCNIE

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TO THE KIWANIS CLUB OF CHATHAM

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TUESDAY, FEBRUARY 12, 1974

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6:15 P.M.

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I AM VERY PLEASED TO BE HERE AS YOUR GUEST TONIGHT AND TO BE ABLE TO SHARE A FEW THOUGHTS WITH YOU ABOUT THE REMARKABLE GROWTH OF POST-SECONDARY EDUCATION IN ONTARIO.

IT WAS JUST 10 YEARS AGO THAT THE LEGISLATURE PASSED AN ACT TO ESTABLISH THE DEPARTMENT OF UNIVERSITY AFFAIRS, AS IT WAS THEN CALLED. THE HONOURABLE WILLIAM DAVIS, NOW PREMIER OF ONTARIO, SERVED AS ITS FIRST MINISTER, HOLDING AT THE SAME TIME THE POST OF EDUCATION MINISTER.

INITIALLY THE DEPARTMENT OCCUPIED TEMPORARY QUARTERS, UNTIL MOVING INTO ITS FIRST PERMANENT BUILDING IN 1965. IN THOSE EARLY DAYS, THE DEPARTMENT'S ORGANIZATION WAS SMALL, AND BY TODAY'S STANDARDS ITS FIRST BUDGET -- \$63 MILLION -- WAS TOO.

BUT THE 1960s, PARTICULARLY THE LATTER HALF, WERE BOOM YEARS FOR POST-SECONDARY EDUCATION. THEY WERE A DECADE OF RAPID GROWTH AND CHANGE.

ENROLMENTS AT THE UNIVERSITIES CONTINUED TO CLIMB. THE COLLEGES OF APPLIED ARTS AND TECHNOLOGY WERE CREATED AND DEVELOPED. INDUSTRIAL TRAINING WAS DIVERSIFIED.

AS THESE CHANGES TOOK PLACE, PUBLIC ATTITUDES AND EXPECTATIONS BEGAN TO CHANGE TOO. THERE WERE PLEAS FOR MORE UNIVERSITY PLACES, MORE DIVERSE EDUCATIONAL

.... OPPORTUNITIES AND BETTER ....



OPPORTUNITIES AND BETTER USE OF LEISURE TIME. AND THERE WERE SPECIAL CALLS FOR MORE MANPOWER TRAINING AND RETRAINING.

AS AN EXAMPLE OF THIS GROWTH, IN 1951 ONLY 27,000 STUDENTS WERE ENROLLED IN POST-SECONDARY INSTITUTIONS. TODAY THAT FIGURE FOR FULL-TIME AND PART-TIME UNIVERSITY STUDENTS IS OVER 200,000, WHILE FOR THE COLLEGES IT IS NEARLY 150,000 FULL-TIME AND PART-TIME.

AT ST. CLAIR COLLEGE, FULL-TIME ENROLMENT HAS GROWN STEADILY FROM ALMOST 1,500 STUDENTS IN 1969 TO ALMOST 2,800 IN 1973, WITH 342 OF THESE ENROLLED AT THE THAMES CAMPUS HERE IN CHATHAM. IN ADDITION A 50-ACRE SITE IN THE NORTH END OF CHATHAM ON THE THAMES RIVER HAS BEEN PURCHASED FOR \$257,000, BUT HAS NOT BEEN DEVELOPED TO DATE DUE TO THE MORATORIUM ON CAPITAL EXPENDITURES.

FURTHER THERE ARE ABOUT 525 STUDENTS REGISTERED IN EXTENSION COURSES OFFERED HERE BY THE UNIVERSITY OF WESTERN ONTARIO AND WINDSOR.

BECAUSE OF THE QUICKENING CHANGE OF PACE, AND IN RESPONSE TO THE PUBLIC MOOD, THE ONTARIO GOVERNMENT, EARLY IN 1969, APPOINTED A COMMISSION TO ADVISE IT ON THE FUTURE PATTERN OF POST-SECONDARY EDUCATION IN THIS PROVINCE.

IN OUTLINING ITS GOALS AT THAT TIME, MR. DAVIS SAID OF THE COMMISSION; AND I QUOTE:

"THE COMMISSION HAS BEEN CHARGED WITH THE RESPONSIBILITY OF STUDYING CURRENT ANTICIPATED PROVISIONS





FOR ALL POST-SECONDARY EDUCATIONAL INSTITUTIONS . . . AND OUTLINING THE PATTERNS REQUIRED FOR THE FUTURE, TO ENSURE APPROPRIATE AND ORDERLY DEVELOPMENT TO MEET THE NEEDS OF THE PROVINCE OVER THE NEXT TWO DECADES."

IT WAS A TALL ORDER.

BUT THE COMMISSION WAS TRUE TO ITS GOALS, AND EARLY LAST YEAR PRESENTED ITS FINAL REPORT TO ME, REFERRED TO POPULARLY AS THE COPSE REPORT. IT WAS AN IMPORTANT AND FAR-REACHING DOCUMENT, ENCOMPASSING 126 RECOMMENDATIONS, RANGING FROM A CALL FOR MORE EXPANDED CONTINUING EDUCATION TO SUGGESTING NEW WAYS AND MEANS FOR FINANCING HIGHER EDUCATION.

THE COPSE REPORT IN ITS SCOPE INCLUDED ALL THE CITIZENS OF ONTARIO, FROM THOSE ON THE ASSEMBLY LINE TO THOSE IN THE CLASSROOM; FROM THOSE IN THE METROPOLITAN CENTRES OF SOUTHERN ONTARIO TO THOSE IN THE REMOTE CORNERS OF THE NORTH.

IT TOUCHED NOT ONLY POST-SECONDARY EDUCATION, BUT RANGED INTO THE WHOLE REALM OF SOCIAL POLICY,

WOMEN'S RIGHTS, BETTER EDUCATION FOR NATIVE PEOPLES, AND IMPROVED LANGUAGE RIGHTS AND ACCESS FOR FRANCO-ONTARIANS -- THESE WERE JUST A FEW OF THE ISSUES THE COMMISSION CONFRONTED.

.... THE IMPORTANCE, SCOPE AND ....



THE IMPORTANCE, SCOPE AND COMPLEXITY OF THE REPORT, WITH ITS WEALTH OF RECOMMENDATIONS AND NUANCES IN TEXT, MADE INSTANT ANALYSIS IMPOSSIBLE. THIS TASK WAS AUGMENTED BY THE NUMEROUS RESPONSES FROM CONCERNED ORGANIZATIONS, GROUPS AND INDIVIDUALS THAT THE REPORT ELICITED AFTER PUBLICATION. THESE TOO HAD TO BE CAREFULLY CONSIDERED.

IN FACT WE ARE STILL RECEIVING BRIEFS AND WELCOME THEM. SOME, INDEED, REPRESENT SECOND BRIEFS AND SECOND THOUGHTS ON THE RECOMMENDATIONS.

AS WE HAVE STUDIED THE REPORT AND ITS RECOMMENDATIONS IT IS INTERESTING TO NOTE THAT WE IN THE MINISTRY OF COLLEGES AND UNIVERSITIES, AS WE ARE NOW CALLED, WERE ALREADY DOING THINGS THAT THE COMMISSION HAD RECOMMENDED, OR WERE PURSUING IDEAS ALONG LINES INDICATED IN ITS THINKING.

AND THIS IS NOT SURPRISING, SINCE THE FINAL REPORT WAS FOUR YEARS IN THE MAKING, AND WAS PRECEDED BY A PRELIMINARY DRAFT REPORT.

.... BUT YOU SEE, ....



BUT YOU SEE, WE HAVE CHANGED TOO. FROM A SMALL DEPARTMENT WITH A SMALL STAFF AND BUDGET TEN YEARS AGO, OUR MINISTRY HAS GROWN TO MEET PROVINCIAL NEEDS, WITH AN ESTIMATED BUDGET THIS COMING YEAR OF APPROXIMATELY \$1,000 MILLION AND A DIVERSE GROUP OF RESPONSIBILITIES, PROGRAMS AND AGENCIES UNDER ITS WING.

FOR EXAMPLE, IN 1971, THE APPLIED ARTS AND TECHNOLOGY BRANCH OF THE DEPARTMENT OF EDUCATION BECAME PART OF OUR MINISTRY; AND IN APRIL 1972 A NUMBER OF OTHER EDUCATIONAL AND CULTURAL FUNCTIONS, SUCH AS PUBLIC LIBRARIES BECAME OUR RESPONSIBILITY.

ALSO MANPOWER TRAINING CAME TO US FROM THE MINISTRY OF LABOUR, INVOLVING CO-ORDINATION OF FEDERAL PROGRAMS WITH OUR OWN APPRENTICESHIP AND IN-INDUSTRY SERVICE PROJECTS.

DIPLOMA NURSING HAS BEEN TRANSFERRED FROM THE MINISTRY OF HEALTH IN RESPONSE TO RECOMMENDATIONS OF THE NURSING AND MEDICAL PROFESSIONS.

SO YOU CAN SEE OUR JOB IS NO LONGER CONFINED TO COLLEGES AND UNIVERSITIES, AS OUR NAME SUGGESTS, BUT COVERS OTHER SUCH DIVERSE PROGRAMS AND AGENCIES AS: THE ONTARIO SCIENCE CENTRE; THE ROYAL ONTARIO MUSEUM, THE McMICHAEL CANADIAN COLLECTION OF ART, THE ART GALLERY OF ONTARIO, THE ROYAL BOTANICAL GARDENS, AND THE ONTARIO





EDUCATIONAL COMMUNICATIONS AUTHORITY, ARCHIVES OF ONTARIO  
AND THE ARCHAEOLOGICAL AND HISTORIC SITES BOARD.

IN LAST YEAR'S BUDGET, FOR EXAMPLE, ALMOST  
\$40 MILLION WAS ALLOCATED TO CULTURAL ACTIVITY IN THE  
BROADEST FORM, WHICH INCLUDED \$5 MILLION FOR THE ONTARIO  
COUNCIL FOR THE ARTS AND \$14 MILLION FOR PUBLIC LIBRARIES.

INDEED AS THE COPSE REPORT REMINDS US, THE  
TIMES ARE CHANGING. AND OUR MINISTRY WAS AND IS CON-  
STANTLY STUDYING WAYS TO IMPROVE AND UPGRADE EXISTING  
PROGRAMS, AND LOOKING AT NEW AND INNOVATIVE WAYS OF  
STARTING OTHERS.

AS THIS EXCERPT FROM THE FIRST CHAPTER OF THE  
REPORT OF THE COMMISSION ON POST-SECONDARY EDUCATION  
STATES; AND I QUOTE:

"IF WE ARE TO REMAIN MASTERS OF OUR  
EDUCATIONAL FUTURE . . . EDUCATIONAL  
VALUES WILL HAVE TO BE CLARIFIED,  
ALTERNATIVE PROGRAMS EXPLORED, COSTS  
COUNTED, AND CHOICES CONSCIOUSLY MADE."

THAT IS WHAT WE CONSTANTLY STRIVE TO DO:  
CLARIFY VALUES; EXPLORE ALTERNATIVES AND COSTS, AND  
CONSCIOUSLY DECIDE ON CHOICES.

.... BUT AT THE SAME TIME, ....



BUT AT THE SAME TIME, WE ARE CONFRONTED WITH THE TASK OF HOW TO BREAK NEW GROUND WHILE MAINTAINING LINKS WITH THOSE IDEAS AND PROGRAMS THAT HAVE BEEN SOUND AND USEFUL IN THE PAST. THIS BRIEF EXCERPT FROM CHAPTER TWO OF THE COMMISSION'S REPORT DISTILS THIS SITUATION VERY WELL:

"INNOVATION NEEDS CONSERVATION, OR LITTLE IS INTRODUCED BEYOND AN EMPTY CHAOS OF 'NEW, NEW, NEW.' . . . THE CONSTANT PROBLEM IS, OF COURSE, TO DECIDE ON THE DEGREE OR MIX OF CONSERVATION AND INNOVATION."

IN TEMPERING THE TRIED WITH THE NEW, I THINK OUR RECORD HAS BEEN QUITE SUCCESSFUL, AND IS BORNE OUT IN A NUMBER OF AREAS. ONE RECENT EXAMPLE IS THE POSITION THE GOVERNMENT HAS TAKEN ON A REVISED GRANT FORMULA FOR PROVINCIALY-ASSISTED UNIVERSITIES WITH CHURCH-RELATED COLLEGES.

THIS WAS ANNOUNCED IN MID-DECEMBER IN THE LEGISLATURE AND COULD BENEFIT ABOUT 3,500 FULL-TIME STUDENTS AND ANOTHER 2,000 PART-TIME CURRENTLY ENROLLED IN THE CHURCH-RELATED INSTITUTIONS THAT COULD BE AFFECTED BY THE CHANGE.

ANOTHER AREA WHERE CHANGE AND UPGRADING HAVE TAKEN PLACE IS STUDENT ASSISTANCE. OVER THE YEARS, THERE HAVE BEEN NUMEROUS ADDITIONS AND REVISIONS TO THE



PROGRAM, BUT ITS THRUST HAS REMAINED CONSTANT: TO ASSIST THOSE STUDENTS, WHO COULD NOT OTHERWISE AFFORD IT, TO CONTINUE THEIR EDUCATION,

ACCORDING TO STATISTICS TO THE END OF LAST YEAR, MORE THAN 78,000 APPLICATIONS HAD BEEN RECEIVED FROM FULL-TIME STUDENTS IN ONTARIO'S UNIVERSITIES AND COLLEGES FOR INCLUSION UNDER ONTARIO'S 'LOAN/GRANT' STUDENT ASSISTANCE PROGRAM. THE AVERAGE LOAN ALLOTTED \$783.00; WHILE THE AVERAGE GRANT WAS \$678.00.

LAST AUTUMN, TO AID PEOPLE WHO ARE SEEKING TO COMPLETE OR FURTHER THEIR EDUCATION ON A PART-TIME BASIS, WE ESTABLISHED A PILOT PROGRAM OF BURSARIES FOR PART-TIME STUDENTS AT A REPRESENTATIVE NUMBER OF UNIVERSITIES AND COLLEGES ACROSS THE PROVINCE.

AT THAT TIME, WE ALSO MADE PROVINCIAL-  
GUARANTEED LOANS AVAILABLE TO PART-TIME STUDENTS.

UP TO THE END OF JANUARY, A TOTAL OF \$203,276 HAD BEEN DISBURSED UNDER THE PART-TIME LOAN PROGRAM, AND ANOTHER \$137,959 UNDER THE PART-TIME BURSARY PROGRAM.

HOWEVER, WE REALIZE THAT STILL MORE CAN BE DONE IN THIS AREA, AND SOME OF OUR IDEAS WERE CONTAINED IN A POSITION PAPER WHICH I PRESENTED A YEAR AGO TO A MEETING OF CANADA'S TEN EDUCATION MINISTERS AND THE FEDERAL GOVERNMENT. THE PURPOSE OF THE PAPER WAS TO UPDATE AND MAKE MORE EQUITABLE THE FEDERAL CANADA STUDENT LOAN ACT.





I QUOTE FROM THAT GOVERNMENT PAPER:

" . . . THE GOAL OF THESE DISCUSSIONS SHOULD BE TO AMEND THE CURRENT CANADA STUDENT LOANS PROGRAM TO RESOLVE THE CURRENT INEQUITIES AND UNREALISTIC ASSUMPTIONS AND TO INCLUDE PART-TIME STUDENTS AND OTHERS IN THE PLAN."

THIS POSITION, WHICH WAS UNANIMOUSLY ACCEPTED BY THE PROVINCES, WENT ON TO SAY THAT IT WAS IMPERATIVE THAT THE PARTICIPATING PROVINCES APPLY THE RESULTING PROGRAM IN THE SAME MANNER ACROSS THE COUNTRY, TO ENSURE "EQUALITY OF OPPORTUNITY AS MUCH AS POSSIBLE."

THIS IS OUR GOAL: TO ENSURE THAT THERE IS A HIGH-QUALITY STUDENT ASSISTANCE PROGRAM, ENCOMPASSING AS MANY STUDENTS AS ELIGIBLE, AVAILABLE IN ALL OF CANADA.

AND WE FURTHER PROPOSED THAT REPAYMENT OF LOANS SHOULD BE PREDICATED ON TAXABLE EARNINGS IN THE YEARS FOLLOWING GRADUATION.

THERE ARE COUNTLESS OTHER AREAS WHERE WE HAVE BEEN DOING, WHAT I FEEL, IS POSITIVE, NEEDED WORK. ONE IS THE VITAL AREA OF 'MANPOWER' -- A TOPIC THAT WAS STRONGLY EMPHASIZED IN THE COMMISSION REPORT.

NUMEROUS PROGRAMS HAVE BEEN ESTABLISHED, INVOLVING BOTH INDUSTRY AND THE CAAT COLLEGES. LAST YEAR,

.... FOR EXAMPLE, ....



FOR EXAMPLE, MANPOWER TRAINING IN THE COLLEGES ASSISTED SOME 37,000 STUDENTS, AND MORE THAN HALF OF THE 20,000 APPRENTICES, REGISTERED IN 156 DIFFERENT TRADES, TOOK PART OF THEIR TRAINING IN THE COLLEGES.

IN ADDITION, DURING THE PAST YEAR MORE THAN 50,000 EMPLOYEES IN ONTARIO WERE ENROLLED IN UPGRADING PROGRAMS TO IMPROVE THEIR SKILLS, WHICH COVERED A WIDE VARIETY OF SUBJECTS. WE ARE ENCOURAGING THESE PROGRAMS AND RECOGNIZE THAT THEIR SUCCESS DEPENDS UPON THE CO-OPERATION OF EMPLOYERS AND UNIONS -- MANY OF WHOM HAVE AN EXCELLENT RECORD IN THIS REGARD.

THE COLLEGES AND UNIVERSITIES ARE RESPONDING IN OTHER AREAS AS WELL, DOING SUCH THINGS AS MAKING THEIR ENTRANCE REQUIREMENTS FOR 'MATURE' STUDENTS MORE FLEXIBLE.

THERE HAVE BEEN ADVANCES ELSEWHERE TOO, AND THESE ARE REFLECTED IN SEVERAL AREAS: IMPROVED REVENUE GENERATED BY INCREASED ENROLMENT OF PART-TIME STUDENTS; MOVES BY THE UNIVERSITIES TO INTEGRATE FULL-TIME AND PART-TIME PROGRAMS TO IMPROVE ACCESSIBILITY FOR PART-TIME STUDENTS; AND AN ARRAY OF RETRAINING PROGRAMS AND GENERAL INTEREST COURSES.

ANOTHER AREA TOUCHED ON BY THE COMMISSION, WHICH WE ALSO DEEM CRUCIAL, IS THAT DEALING WITH WAYS TO CORRECT INEQUALITIES OF EDUCATIONAL OPPORTUNITY FOR NATIVE PEOPLES

.... AND FRANCO-ONTARIANS, ....



AND FRANCO-ONTARIANS, AND THE DISCRIMINATORY TREATMENT OF WOMEN.

ONE OF THE THINGS WE ARE DOING TO OVERCOME THIS SITUATION IS STRIVING TO ENSURE THAT THERE IS MORE EQUITABLE REPRESENTATION ON BOARDS, AGENCIES AND COMMISSIONS UNDER OUR JURISDICTION. THIS IS BEING DONE AS VACANCIES OCCUR.

IN OTHER INITIATIVES WE HAVE INCREASED FINANCIAL SUPPORT FOR BILINGUAL PROGRAMS AT UNIVERSITIES IN THE PAST FEW YEARS; WE PROVIDED SOME \$400,000 FOR LIBRARY ACQUISITIONS IN FRENCH; AND WE HAVE ALSO MADE SPECIAL FINANCIAL ARRANGEMENTS TO OFFSET THE COST OF EXTENSION COURSES TO SMALL CLASSES IN THE NORTH.

WE ARE ALSO STUDYING VERY SERIOUSLY PROPOSALS FROM MANY GROUPS ON MATTERS DEALING WITH NATIVE PEOPLES AND FRANCO-ONTARIANS. A NUMBER OF WELL-ATTENDED AND STIMULATING SEMINARS AND MEETINGS HAVE BEEN HELD, WITH INTERESTED PARTIES, ON THIS SUBJECT.

IN OTHER AREAS, WE INCREASED OUR GENERAL FINANCIAL SUPPORT TO LIBRARIES AND MUSEUMS LAST YEAR, AND WE HOPE TO MAKE FURTHER IMPROVEMENTS THIS YEAR; AND WE ALSO PROPOSE TO INTRODUCE LEGISLATION INTO THE HOUSE THIS SESSION, DEALING WITH THE PRESERVATION OF BUILDINGS OF HISTORICAL AND ARCHITECTURAL SIGNIFICANCE.

.... IT IS OUR HOPE THAT ....







IT IS OUR HOPE THAT AS GOVERNMENT BUDGET CONSIDERATIONS ARE FINALIZED OVER THE NEW FEW MONTHS THAT WE WILL BE ABLE TO FURTHER STRENGTHEN EXISTING PROGRAMS, EXPAND OTHERS, AND BRING IN SOME NEW ONES.

ALTHOUGH THEY MAY NOT BE AS FIRMLY DEFINED AS SOME OF THE THINGS I HAVE JUST MENTIONED, THERE ARE A NUMBER OF EQUALLY WORTHWHILE AND INTERESTING DEVELOPMENTS, BUBBLING JUST BELOW THE SURFACE.

MUCH ENTAILS THE SERIOUS STUDY AND CONSIDERATION WE ARE GIVING TO WHAT IS TERMED THE 'OPEN SECTOR'. THIS MEANS SIMPLY, AS THE COMMISSION ON POST-SECONDARY EDUCATION STATED, AN EDUCATIONAL SYSTEM THAT ALLOWS ACCESS TO ALL, THAT IS FLEXIBLE IN ITS APPROACH, AND THAT IS DIVERSE IN THE PROGRAMS AND LEARNING ENVIRONMENTS IT PROVIDES.

MANY OF OUR INSTITUTIONS ARE ALREADY CARRYING OUT INTERESTING EXPERIMENTS. FOR EXAMPLE AT LEAST THREE UNIVERSITIES, McMASTER, WATERLOO AND LAURENTIAN, HAVE DOWNTOWN NOON-DAY CLASSES FOR CREDIT AND NON-CREDIT STUDENTS. IN SOME INSTANCES, SENIOR CITIZENS CAN LISTEN IN AT NO COST.

ONE OF THE COMMISSION'S SPECIFIC RECOMMENDATIONS WAS THAT AN OPEN ACADEMY OF ONTARIO BE ESTABLISHED TO CATER TO THE NEEDS AND WISHES OF PEOPLE NOT CURRENTLY BEING SERVED BY EXISTING INSTITUTIONS.

.... WE AGREE WITH THE GENERAL IDEA ....



WE AGREE WITH THE GENERAL IDEA OF BROADENING THE RANGE OF POST-SECONDARY EDUCATION, AND WE APPRECIATE THE NEED FOR A LARGER SELECTION OF PROGRAMS THAT WILL ATTRACT MORE OF THE POPULATION. WE ALSO RECOGNIZE THE IMPORTANCE OF THE PRINT MEDIA, AND OF RADIO AND TELEVISION IN MEETING THIS GOAL, AS WELL AS OUR LIBRARIES, ART GALLERIES AND MUSEUMS AND OTHER PUBLIC AND PRIVATE INSTITUTIONS SERVING THE COMMUNITY.

INDEED OUR MINISTRY IS CONVENIENTLY STRUCTURED TO COME TO GRIPS WITH THE WHOLE QUESTION OF THE 'OPEN SECTOR'. AS I SAID EARLIER WE ENCOMPASS NOT ONLY UNIVERSITIES AND COLLEGES, BUT ALSO A WHOLE RANGE OF OTHER INSTITUTIONS, SUCH AS LIBRARIES AND MUSEUMS, WHICH ARE ESSENTIAL TO THE WORKING OF 'OPEN SECTOR' EDUCATION.

FOR EXAMPLE, THE ONTARIO EDUCATIONAL COMMUNICATIONS AUTHORITY WHICH REPORTS TO OUR MINISTRY, PROVIDES US WITH AN EDUCATIONAL TELEVISION FACILITY FOR BROADENING LEARNING. AND IT IS PLANNED THAT NEXT YEAR OECA WILL EXPAND ITS OPERATIONS TO INCLUDE SIMULCASTS FROM ITS TORONTO STUDIOS TO RELAY TRANSMITTERS IN THE CHATHAM, WINDSOR, LONDON, OTTAWA AND KITCHENER-WATERLOO AREAS.

ALSO THE GOVERNMENT HAS PROPOSED TO ESTABLISH A NEW, INDEPENDENT CORPORATION TO ASSUME MANAGEMENT OF CJRT, AN FM RADIO STATION OPERATED BY RYERSON POLYTECHNICAL INSTITUTE IN TORONTO.

.... AS ONE OF ITS PRIORITIES ....



AS ONE OF ITS PRIORITIES, WE PREDICT THE PROPOSED CORPORATION WILL INITIATE PROGRAMS WHICH WILL ALLOW STUDENTS TO TAKE CREDIT AND NON-CREDIT COURSES BY RADIO.

WE ARE GIVING HIGH PRIORITY TO THIS SUBJECT OF THE 'OPEN SECTOR' AND THE QUESTION OF THE OPEN ACADEMY. A MINISTRY TASK FORCE IS ANALYZING THE REPORTS' PROPOSALS, WHICH WERE NOT DOCUMENTED IN DETAIL, BUT APPEARED TO BE MODELLED IN LARGE PART ON A SUCCESSFUL BRITISH INNOVATION. IT IS TO BE NOTED THAT SUCH SCHEMES HAVE BEEN IMPLEMENTED IN DIFFERENT WAYS IN DIFFERENT PARTS OF THE WORLD AS LOCAL NEEDS WARRANT.

AGAIN WE ARE STILL RECEIVING THOUGHTFUL RECOMMENDATIONS ON THIS SUBJECT FROM INTERESTED PARTIES, AND WE HOPE TO PRESENT OUR OWN FINDINGS LATER THIS YEAR.

THERE ARE SEVERAL TOPICS CONCERNING POST-SECONDARY EDUCATION -- SOME MENTIONED IN THE COMMISSION REPORT -- THAT REQUIRE FURTHER STUDY AND DISCUSSION.

ONE IS THE NEED FOR MORE MOBILITY WITHIN THE SYSTEM -- RECOGNIZING THAT EXPERIENCE AND WISDOM ARE NOT EXCLUSIVE PROPERTIES OF THE CLASSROOM OR BOOK LEARNING AND THAT THEY CAN BE GAINED OUTSIDE IN THE WORK-A-DAY WORLD ALSO.

.... ANOTHER IS HOW BEST TO....







ANOTHER IS HOW BEST TO HANDLE ACCREDITATION OF PROFESSIONAL AND NON-PROFESSIONAL GROUPS TO SERVE THE PUBLIC INTEREST AND NOT SELF-INTEREST,

SOME OF THE COMMISSION'S RECOMMENDATIONS TOUCH ON THINGS WHICH ONLY PERIPHERALLY AFFECT OUR MINISTRY, OR FALL COMPLETELY OUTSIDE OF ITS PRESENT JURISDICTION, AND REST WITH OTHER MINISTRIES OR THE EDUCATIONAL INSTITUTIONS THEMSELVES,

SOME EXAMPLES OF THIS ARE:

- . COMPLETION OF PRIMARY AND SECONDARY EDUCATION IN 12 YEARS INSTEAD OF THE PRESENT 13;

- . MAKING STUDENT HOUSING PART OF THE GENERAL-PURPOSE HOUSING SCHEME; AND

- . GIVING STUDENTS AND FACULTY DIRECT AND SIGNIFICANT REPRESENTATION ON THE GOVERNING BODIES OF PROVINCIAL-ASSISTED UNIVERSITIES, AND COLLEGES.

TOPICS LIKE THESE WILL HAVE TO BE RESOLVED BY OUR MINISTRY IN CONJUNCTION WITH OTHER MINISTRIES AND INSTITUTIONS, OR BY THOSE OTHER MINISTRIES AND INSTITUTIONS ON THEIR OWN,

HOWEVER, THERE IS ONE SENSITIVE AND COMPLEX AREA, OUTLINED IN THE COMMISSION REPORT, WHICH I FEEL REQUIRES FURTHER STUDY AND DISCUSSION, AND WHICH I WOULD LIKE TO SAY A FEW SHORT WORDS ABOUT TONIGHT,

.... THAT IS THE QUESTION ....



THAT IS THE QUESTION OF 'BUFFERS' OR COUNCILS, APPOINTED BY THE GOVERNMENT, WHICH THE COMMISSION PROPOSED WOULD DEAL WITH "THE PLANNING, CO-ORDINATION AND FUNDING OF POST-SECONDARY EDUCATION IN ONTARIO," IN ALL ITS ASPECTS.

ACCORDING TO THE COMMISSION THESE NEW COUNCILS, WHICH WOULD REPLACE THE EXISTING ADVISORY BODIES, SHOULD BE GIVEN EXECUTIVE POWERS: FOR INSTANCE THE RIGHT TO DETERMINE WHAT FUNDS, AS WELL AS PROGRAMS, SHOULD GO TO INDIVIDUAL INSTITUTIONS.

I THINK I SHOULD MENTION AT THIS POINT SOME OF THE POSITIVE CONTRIBUTIONS MADE BY THE PRESENT BODIES, ADVISING THE MINISTER ON THE QUESTION OF POST-SECONDARY EDUCATION. THERE IS THE COMMITTEE ON UNIVERSITY AFFAIRS, WHICH ADVISES ON UNIVERSITY MATTERS AND ITS COUNTERPART FOR THE COMMUNITY COLLEGES, THE COUNCIL OF REGENTS. BOTH HAVE REPRESENTATIVES OF THE POST-SECONDARY INSTITUTIONS AND THE PUBLIC.

SUCH SIGNIFICANT RECOMMENDATIONS AS THE ADOPTION OF FUNDING FORMULAS; ACCEPTANCE OF NEW UNDERGRADUATE AND GRADUATE PROGRAMS; SUBSTANTIAL REVISION OF GRADUATE SCHOLARSHIPS; AND THE ESTABLISHMENT OF NEW CAMPUSES, HAVE ORIGINATED FROM THESE BODIES. AND THE VAST MAJORITY OF THEIR MANY RECOMMENDATIONS HAVE BEEN IMPLEMENTED.

.... I THINK I SHOULD ....



I THINK I SHOULD ALSO NOTE THAT THERE HAVE BEEN SOME VERY FUNDAMENTAL QUESTIONS RAISED ABOUT THE 'BUFFER' CONCEPT AS PROPOSED BY COPSE.

AS TO WHETHER THERE SHOULD BE A BUFFER -- I AM CONFIDENT I SPEAK FOR THE GOVERNMENT WHEN I SAY THERE SHOULD DEFINITELY BE A BUFFER, AND THAT IT SHOULD BE AS EFFECTIVE AS WE CAN MAKE IT.

HOWEVER, WE ARE FACED WITH THE INEVITABLE QUESTION OF ACCOUNTABILITY, ESPECIALLY IN A SENSITIVE AREA SUCH AS EDUCATION. WHETHER, FOR EXAMPLE, THE LEGISLATURE WOULD BE SATISFIED IF THE BUFFER BODY DISTRIBUTED OPERATING FUNDS TO THE COLLEGES AND UNIVERSITIES, AS RECOMMENDED BY COPSE, AND WAS NOT DIRECTLY ANSWERABLE TO THE LEGISLATURE.

NEVERTHELESS, WE FULLY APPRECIATE THE UNIVERSITIES' AND COLLEGES' DESIRE FOR MAXIMUM INDEPENDENCE FROM GOVERNMENT. WE ALSO SUBSCRIBE TO THE VIEW THAT THE AUTONOMY OF INSTITUTIONS SHOULD IN LARGE PART BE ASSURED BY THE VIABILITY AND VITALITY OF INDIVIDUAL BOARDS OF GOVERNORS.

AS I SAID EARLIER THIS IS A COMPLEX MATTER, WORTHY OF MUCH STUDY AND DISCUSSION, AND WE HOPE FAIRLY SHORTLY TO BE ABLE TO MAKE OUR THOUGHTS ON IT KNOWN.

ONE THING I WISH TO SAY, AND I KNOW I ECHO THE VIEWS OF THOSE MUCH MORE KNOWLEDGEABLE THAN I, IS THAT IN A FEW SHORT YEARS WE HAVE DEVELOPED A SYSTEM OF POST-





SECONDARY EDUCATION WHICH IS THE ENVY OF OTHERS ON THIS CONTINENT.

FOR THIS WE ARE INDEBTED TO ALL THOSE PROFESSIONAL EDUCATORS, ADMINISTRATORS, LEGISLATORS, AND CERTAINLY NOT LEAST OUR YOUNG PEOPLE, FOR MAKING IT ONE OF THE MOST STABLE, YET MOST PROGRESSIVE SYSTEMS IN THE WESTERN WORLD.

WHILE IT IS INTERESTING TO LOOK BACK I PERSONALLY THINK THE YEARS AHEAD WILL BE EVEN MORE EXCITING -- YEARS IN WHICH WE WILL SEE MORE AND MORE PEOPLE INVOLVED IN POST-SECONDARY EDUCATION, IN ALL ITS FORMS.

I WOULD LIKE TO LEAVE YOU WITH THIS BRIEF EXCERPT FROM THE COMMISSION'S REPORT, AND I QUOTE:

" . . . NOTHING MUST INTERFERE  
WITH THE HUMAN-CENTRED LEARNING  
OF POST-SECONDARY EDUCATION . . .  
LEARNING IS A PERSONAL EXPERIENCE."

THE SENTIMENTS CONTAINED IN THAT EXCERPT UNDERLINE ALL WE IN THE MINISTRY ARE STRIVING TO RECOGNIZE -- THE IMPORTANCE OF INDIVIDUAL HUMAN LEARNING. AND OUR MINISTRY, PROBABLY MORE THAN ANY OTHER, WILL REFLECT THE PRIORITIES AND VALUES OF THE INDIVIDUAL IN THE YEARS AHEAD.

THANK YOU.



STATEMENTS BY *and speaker*

THE HONOURABLE JAMES A.C. AULD

MINISTER OF COLLEGES & UNIVERSITIES

TO THE LEGISLATURE'S

STANDING COMMITTEE ON SOCIAL DEVELOPMENT

MAY 30, 1974

REGARDING 1974-75 ESTIMATES



MR. CHAIRMAN:

IT IS NOT MY INTENTION TO SPEAK AT GREAT LENGTH OR IN GREAT DETAIL ABOUT THE ACTIVITIES OF OUR MINISTRY FOR 1974/75. HOWEVER, I BELIEVE IT WOULD BE USEFUL TO REVIEW BRIEFLY SEVERAL OF THE PRINCIPAL AREAS IN WHICH WE ARE WORKING AND TO EMPHASIZE TO THE COMMITTEE THE MANNER IN WHICH THE MINISTRY IS PULLING TOGETHER ITS VARIOUS AREAS OF RESPONSIBILITY TO MAXIMIZE THE ACCESSIBILITY AND EFFECTIVENESS OF ADULT LEARNING AND HUMAN DEVELOPMENT OPPORTUNITIES IN THE PROVINCE.

### UNIVERSITIES

WITH RESPECT TO THE UNIVERSITY SYSTEM, WE ARE PROPOSING AN OVERALL INCREASE IN OPERATING SUPPORT OF APPROXIMATELY 14%. THIS INCREASE RESULTS FROM THE GROWTH OF FULL-TIME AND PART-TIME ENROLMENT AND FROM AN INCREASE IN THE VALUE OF THE BASIC INCOME UNIT. FULL-TIME ENROLMENT IS UP APPROXIMATELY 4% AND PART-TIME ENROLMENT HAS GROWN ABOUT 10%. THE VALUE OF THE BASIC INCOME UNIT HAS BEEN INCREASED BY 7.1% FROM \$1,825 TO \$1,955. AS YOU KNOW, THE BASIC INCOME UNIT IS THE BASIS OF THE FORMULA WHICH IS APPLIED TO ENROLMENT TO CALCULATE THE AMOUNT OF OPERATING GRANTS PROVIDED TO THE UNIVERSITIES.

IN ADDITION TO THIS INCREASE IN FORMULA OPERATING SUPPORT, WE HAVE ACCEPTED THE RECOMMENDATIONS OF THE FORMER COMMITTEE ON UNIVERSITY AFFAIRS TO PROVIDE SUPPLEMENTARY GRANTS TOTALLING \$6,155,000, WHICH WILL BE SHARED BY BROCK, CARLETON, LAKEHEAD, LAURENTIAN, TRENT AND YORK UNIVERSITIES AND THE UNIVERSITY OF WINDSOR. WE HAVE ALSO CONTINUED TO RECOGNIZE THE SPECIAL COSTS OF UNIVERSITY PROGRAMS FOR FRANCO-ONTARIANS AND A TOTAL OF \$2,795,000 WILL BE PROVIDED FOR THIS PURPOSE TO THE UNIVERSITY OF OTTAWA AND TO LAURENTIAN AND YORK UNIVERSITIES.

WHILE IT HAS BEEN NECESSARY TO MAINTAIN A NEAR MORATORIUM ON CAPITAL PROJECTS IN THE UNIVERSITY SYSTEM, SOME CAPITAL FUNDS HAVE BEEN MADE AVAILABLE FOR URGENTLY NEEDED RENOVATIONS AND REPAIRS AND FOR A FEW SELECTED HIGH PRIORITY NEW CONSTRUCTION PROJECTS.

ANOTHER SIGNIFICANT INITIATIVE WITH RESPECT TO THE UNIVERSITY SYSTEM HAS BEEN THE REVISION OF THE OPERATING GRANT FORMULA TO PROVIDE FULL SUPPORT FOR PROVINCIALLY-ASSISTED UNIVERSITIES WITH CHURCH-RELATED COLLEGES. THIS NEW POLICY COULD GENERATE AN ADDITIONAL \$3 MILLION IN OPERATING SUPPORT FOR LAURENTIAN UNIVERSITY AND THE UNIVERSITIES OF TORONTO, WATERLOO AND WESTERN ONTARIO. APPROXIMATELY 3,500 FULL-TIME STUDENTS AND 2,000 PART-TIME STUDENTS ARE ENROLLED IN PROGRAMS IN



CHURCH-RELATED INSTITUTIONS THAT COULD BE AFFECTED BY THIS CHANGE.

ANOTHER PROJECT IN THE UNIVERSITY SYSTEM WHICH I WOULD LIKE TO DRAW TO THE ATTENTION OF THE COMMITTEE IS THE INSTRUCTIONAL DEVELOPMENT PROGRAM, FOR WHICH THE MINISTRY HAS BUDGETED \$350,000 FOR 1974/75. THESE FUNDS WILL BE PROVIDED IN THE FORM OF GRANTS TO INDIVIDUAL FACULTY MEMBERS TO UNDERTAKE INSTRUCTIONAL PROJECTS AIMED AT DEVELOPING THE QUALITY OF UNIVERSITY TEACHING THROUGHOUT THE UNIVERSITY SYSTEM IN ONTARIO.

MR. CHAIRMAN, I WOULD ALSO LIKE TO REMIND THE COMMITTEE THAT ON MAY 14 LEGISLATION WAS INTRODUCED IN THE HOUSE TO ESTABLISH THE ONTARIO COUNCIL ON UNIVERSITY AFFAIRS. THE CREATION OF THIS NEW COUNCIL TO ACT AS A STRENGTHENED BUFFER BETWEEN THE GOVERNMENT AND THE UNIVERSITY SYSTEM RESPONDS TO THE RECOMMENDATIONS OF THE UNIVERSITY COMMUNITY IN GENERAL AND IN PARTICULAR TO THE ADVICE OF BODIES SUCH AS THE COMMISSION ON POST-SECONDARY EDUCATION IN ONTARIO, THE COUNCIL OF ONTARIO UNIVERSITIES, AND THE COMMITTEE ON UNIVERSITY AFFAIRS. THE NEW BODY WILL REPLACE THE COMMITTEE ON UNIVERSITY AFFAIRS. IT SHOULD EFFECTIVELY PROTECT THE AUTONOMY OF THE UNIVERSITIES IN PLANNING THEIR PROGRAMS AND DEVELOPMENT WHILE ENABLING THE MINISTER TO MAINTAIN HIS ACCOUNTABILITY TO THE LEGISLATURE AND THE PEOPLE OF ONTARIO. I BELIEVE THE CREATION OF THE ONTARIO COUNCIL ON

UNIVERSITY AFFAIRS IS A VERY SIGNIFICANT STEP FORWARD IN THE DEVELOPMENT OF THE UNIVERSITY SYSTEM IN ONTARIO. HOWEVER, I BELIEVE IT WOULD BE INAPPROPRIATE TO DISCUSS THE COUNCIL IN DETAIL AT THIS TIME SINCE THE LEGISLATION TO ESTABLISH IT IS PRESENTLY BEFORE THE HOUSE.

### COLLEGES OF APPLIED ARTS AND TECHNOLOGY

MR. CHAIRMAN, TURNING NOW TO THE COLLEGES OF APPLIED ARTS AND TECHNOLOGY IN ONTARIO, I WOULD FIRST LIKE TO EMPHASIZE THE EXTRAORDINARY SUCCESS THE COLLEGES HAVE ENJOYED IN MEETING THE PUBLIC'S DEMAND FOR A VARIETY OF POST-SECONDARY PROGRAMS. THE MOST STRIKING EVIDENCE OF THIS SUCCESS IS THE ENORMOUS AND CONTINUING INCREASE IN COLLEGE ENROLMENT. FULL-TIME ENROLMENT IN 1973/74 WAS UP 10% OVER 1972/73 AND COLLEGE MULTI-YEAR PLANS INDICATE THE LIKELIHOOD OF AN ANNUAL 8% GROWTH RATE. IN THE AREA OF PART-TIME ENROLMENT THERE HAS BEEN AN EVEN GREATER SURGE IN THE UTILIZATION OF COLLEGE PROGRAMS AND MANY COLLEGES ARE EXPERIENCING AN ANNUAL INCREASE OF UP TO 50% IN THE NUMBER OF PART-TIME STUDENTS. THESE FIGURES, OF COURSE, DO NOT INCLUDE DIPLOMA NURSING STUDENTS RECENTLY INTEGRATED INTO THE COLLEGE SYSTEM. I SHOULD POINT OUT IN PASSING, MR. CHAIRMAN, THAT THE INTEGRATION OF DIPLOMA NURSING STUDENTS HAS NOW BEEN SUCCESSFULLY COMPLETED THROUGHOUT THE PROVINCE.

TO RETURN TO THE QUESTION OF COLLEGE ENROLMENT, THE DRAMATIC INCREASES HAVE PLACED A SUBSTANTIAL FINANCIAL BURDEN ON INDIVIDUAL INSTITUTIONS SINCE, AS YOU ARE AWARE, THE COLLEGES ARE FUNDED BY THE SLIP-YEAR FORMULA WHEREBY THEIR CURRENT YEAR'S OPERATING GRANTS ARE BASED ON THEIR PREVIOUS YEAR'S ENROLMENT. THIS BURDEN WAS PARTIALLY ALLEVIATED BY THE 7.1% INCREASE IN THE VALUE OF THE BASIC INCOME UNIT FOR 1974/75. AS A FURTHER MEASURE TO ALLEVIATE THE FINANCIAL PRESSURE ON THE COLLEGES, WE ARE PROVIDING UP TO \$3.6 MILLION IN "GROWTH" GRANTS IN 1974/75. THESE GRANTS PROVIDE ADDITIONAL OPERATING FUNDS TO THE COLLEGES TO COMPENSATE FOR ENROLMENT GROWTH IN THE YEAR THE GROWTH TAKES PLACE. A FURTHER \$1,265,000 IS PROVIDED TO CAMBRIAN AND ALGONQUIN COLLEGES TO ENABLE THEM TO PROVIDE BILINGUAL PROGRAMS FOR THE BENEFIT OF THE FRANCO-ONTARIAN POPULATION IN THE COMMUNITIES THEY SERVE.

ENROLMENT STATISTICS DEMONSTRATE THAT THE COLLEGE SYSTEM MEETS A GROWING PUBLIC DEMAND. HOWEVER, IT IS ALSO ENCOURAGING TO NOTE THAT AN IMPRESSIVE AND INCREASING PERCENTAGE OF COLLEGE GRADUATES HAVE NOW TAKEN THEIR PLACE IN THE WORK FORCE. SINCE 1971 THE MINISTRY HAS MADE AN ANNUAL SURVEY OF STUDENTS WHO GRADUATED FROM COMMUNITY COLLEGES IN THAT YEAR.



THE MOST RECENT REPORT, WHICH WILL SHORTLY BE ISSUED BY OUR MINISTRY, INDICATES THAT 91.4% OF THE GRADUATES WERE EMPLOYED IN 1973, 2.4% ARE CONTINUING THEIR EDUCATION, 2.3% ARE ACTIVE IN SOME FIELD OTHER THAN EMPLOYMENT AND ONLY 3.8% ARE UNEMPLOYED. IT IS ALSO ENCOURAGING TO NOTE THAT THE SALARIES BEING RECEIVED BY THESE GRADUATES HAVE INCREASED SUBSTANTIALLY OVER THE COURSE OF THE STUDY FROM A MEDIAN VALUE OF \$5,301 IN 1971 TO \$7,238 IN 1973.

#### STUDENT ASSISTANCE

MR. CHAIRMAN, TURNING NOW TO THE AREA OF STUDENT ASSISTANCE, I WOULD LIKE TO TOUCH BRIEFLY ON THE VARIETY OF PROGRAMS AND NEW INITIATIVES BEING TAKEN BY OUR MINISTRY. THE TOTAL AMOUNT BUDGETED FOR ALL STUDENT AID PROGRAMS IN 1974/75 IS \$37.8 MILLION. HOWEVER, I WOULD LIKE TO EMPHASIZE NOT ONLY THE FINANCIAL SCOPE OF STUDENT AID PROGRAMS BUT ALSO OUR POINT OF VIEW WITH RESPECT TO STUDENT ASSISTANCE. THIS POINT OF VIEW IS DEMONSTRATED BY THE KINDS OF PROGRAMS THAT ARE AVAILABLE AND THE THINGS WE ARE DOING TO BRING THEM TO THE ATTENTION OF STUDENTS WHO CAN BENEFIT FROM THEM.

THE LARGEST STUDENT AID PROGRAM IS THE ONTARIO STUDENT ASSISTANCE PROGRAM, FOR WHICH ALMOST \$33 MILLION DOLLARS HAVE BEEN BUDGETED. ALL FORMS,

PAMPHLETS AND LITERATURE PERTAINING TO THIS PROGRAM HAVE BEEN REVISED FOR 1974/75 TO ENABLE STUDENTS AND THEIR PARENTS TO UNDERSTAND MORE CLEARLY THE MEANS BY WHICH WE CALCULATE THE AMOUNT OF MONEY APPLICANTS ARE ENTITLED TO RECEIVE. THE ONTARIO STUDENT ASSISTANCE PROGRAM HAS ALSO BEEN INCORPORATED IN THE MINISTRY OF INDUSTRY AND TOURISM'S ADVERTISING PROGRAM IN WEEKLY AND FARM NEWSPAPERS THROUGHOUT ONTARIO. WE HOPE THIS MEASURE WILL HELP BRING THE PROGRAM TO THE ATTENTION OF MANY STUDENTS, OR THEIR PARENTS, WHO MIGHT NOT OTHERWISE HEAR OF IT. IN ADDITION WE HAVE RUN A PILOT ADVERTISING PROGRAM AIMED AT ITALIAN-SPEAKING PARENTS. THIS SMALL PROGRAM IN ITALIAN LANGUAGE MEDIA THROUGHOUT ONTARIO SHOULD DEMONSTRATE IF MEDIA ADVERTISING CAN EFFECTIVELY PROVIDE ETHNIC GROUPS IN ONTARIO WITH BASIC INFORMATION ON STUDENT ASSISTANCE.

WITH RESPECT TO OTHER STUDENT ASSISTANCE PROGRAMS, WE ARE CONTINUING THE LOAN AND BURSARY PROGRAMS FOR PART-TIME STUDENTS LAUNCHED IN 1973. THESE PILOT PROGRAMS SHOULD HELP INDICATE THE BEST MEANS OF ASSISTING THE GROWING NUMBER OF PART-TIME STUDENTS IN ONTARIO COLLEGES AND UNIVERSITIES.

WE HAVE ALSO INTRODUCED A NEW PROGRAM TO PROVIDE SHORT-TERM LOANS TO FULL-TIME STUDENTS WHO REQUIRE EMERGENCY FINANCIAL ASSISTANCE BUT, FOR ONE REASON OR ANOTHER, ARE UNABLE TO RECEIVE IT FROM THEIR PARENTS OR FROM THE ONTARIO STUDENT ASSISTANCE PROGRAM.

WITH RESPECT TO GRADUATE STUDIES, WE WERE ABLE TO ANNOUNCE LAST MONTH THE WINNERS OF MORE THAN 1,000 ONTARIO GRADUATE SCHOLARSHIPS. THESE SCHOLARSHIPS OFFER STUDENTS \$800 PER TERM, PLUS THE AMOUNT OF THEIR TUITION FEE, FOR A MAXIMUM OF THREE CONSECUTIVE TERMS. THEY ARE DESIGNED TO ENCOURAGE ACADEMIC EXCELLENCE AND THE AWARDS WERE MADE STRICTLY ON THE BASIS OF ACADEMIC MERIT, AS DETERMINED BY A SELECTION BOARD.

THE PROGRAMS AND ACTIVITIES I HAVE MENTIONED AMPLY DEMONSTRATE THE TWO MAIN THRUSTS OF THE MINISTRY WITH RESPECT TO STUDENT ASSISTANCE:

FIRST, TO MAKE FINANCIAL ASSISTANCE AVAILABLE TO ALL WHO NEED IT, AND, SECOND TO ENCOURAGE THE PURSUIT OF ACADEMIC EXCELLENCE.

#### SUMMER EXPERIENCE YOUTH PROJECTS

MR. CHAIRMAN, I WOULD ALSO LIKE TO DRAW YOUR ATTENTION TO A NUMBER OF YOUTH EMPLOYMENT PROJECTS CO-ORDINATED BY OUR MINISTRY WHICH SHOULD PROVIDE CONSTRUCTIVE WORK EXPERIENCES FOR ABOUT 250 STUDENTS DURING THE SUMMER MONTHS. TWO PROJECTS ARE BUSINESS ORIENTED, THE FIRST ENCOURAGING SECONDARY STUDENTS TO OPERATE LOW RISK BUSINESSES WITH GUIDANCE FROM TRAINED STAFF AND THE SECOND PROVIDING INTEREST-FREE LOANS UP TO \$1,000 FOR THE OPERATION OF SMALL BUSINESSES. A FURTHER PROJECT, YOUTH AND THE ARTS,



PROVIDES EMPLOYMENT OPPORTUNITIES THROUGH A NUMBER OF CULTURAL AGENCIES ASSOCIATED WITH THE MINISTRY. FOR EXAMPLE, TEAMS OF STUDENTS WILL BE TRAINED TO CATALOGUE COLLECTIONS OF ARTIFACTS IN LOCAL MUSEUMS ACROSS ONTARIO AND OTHER STUDENTS WILL HAVE THE OPPORTUNITY TO WORK IN REGIONAL LIBRARY HEADQUARTERS OR IN LOCAL LIBRARIES THROUGHOUT THE PROVINCE.

### CULTURAL AFFAIRS

MR. CHAIRMAN, I WOULD LIKE TO PLACE PARTICULAR EMPHASIS ON THE ESTIMATES OF THE CULTURAL AFFAIRS DIVISION OF OUR MINISTRY. AS YOU ARE AWARE, THIS IS A RELATIVELY NEW DIVISION WHICH, IN A SHORT SPACE OF MONTHS, HAS ESTABLISHED THE ADMINISTRATIVE MECHANISMS TO WORK IN AN AREA THAT WILL BECOME INCREASINGLY IMPORTANT IN FUTURE YEARS IN THE LIFE OF THE PROVINCE. WITHIN THE MINISTRY, AND THROUGH THE INTER-MINISTERIAL CULTURAL CO-ORDINATING COMMITTEE, WE ARE TRYING TO TREAD A FINE LINE WHICH REQUIRES CO-ORDINATED DEVELOPMENT OF CULTURAL RESOURCES AND FACILITIES IN ONTARIO WITHOUT EXERCISING BUREAUCRATIC CONTROL OVER THEM. WE ARE ALSO MAKING A CONSCIOUS AND CONTINUING EFFORT TO DEVELOP WAYS OF DECENTRALIZING ONTARIO'S CULTURAL RESOURCES TO ENABLE THE MAXIMUM NUMBER OF PEOPLE FROM ALL AREAS OF THE PROVINCE TO BENEFIT FROM THEM.

IN THIS REGARD, I WOULD LIKE TO DRAW THE COMMITTEE'S ATTENTION TO OUTREACH ONTARIO, A PROGRAM THAT WILL ENCOURAGE CULTURAL AGENCIES IN THE PROVINCE TO RESPOND TO LOCAL INITIATIVES IN COMMUNITIES THROUGHOUT ONTARIO. THE AGENCIES INVOLVED ARE THE ARCHIVES OF ONTARIO, THE ART GALLERY OF ONTARIO, THE McMICHAEL CANADIAN COLLECTION OF ART, THE ONTARIO ARTS COUNCIL AND ASSOCIATED CULTURAL ORGANIZATIONS, THE ONTARIO EDUCATIONAL COMMUNICATIONS AUTHORITY, THE ONTARIO HERITAGE FOUNDATION, THE ONTARIO SCIENCE CENTRE, THE ROYAL BOTANICAL GARDENS AND THE ROYAL ONTARIO MUSEUM. THE OUTREACH ONTARIO PROGRAM INCLUDES FESTIVAL ONTARIO, A HIGHLY SUCCESSFUL PROGRAM INTRODUCED IN 1973, WHICH PROVIDES THE RESOURCES OF PROVINCIAL CULTURAL AGENCIES TO SUPPORT COMMUNITY ARTS FESTIVALS AND CELEBRATIONS.

OUTREACH ONTARIO FUNDS WILL ALSO BE MADE AVAILABLE TO EXPAND EXTENSION PROGRAMS OF THE ONTARIO SCIENCE CENTRE, THE ROYAL BOTANICAL GARDENS AND THE ROYAL ONTARIO MUSEUM. IN ADDITION, FUNDS WILL BE PROVIDED TO ENCOURAGE PUBLIC LIBRARIES TO BRING IN CREATIVE AND PERFORMING ARTISTS AND CRAFTSMEN FOR PERFORMANCES AND DEMONSTRATIONS. THE ONTARIO EDUCATIONAL COMMUNICATIONS AUTHORITY WILL PARTICIPATE IN THE OUTREACH PROGRAM THROUGH THE PROVISION OF VIDEOTAPE PLAY-BACK EQUIPMENT AND CULTURAL AND EDUCATIONAL PROGRAMMING TO

SELECTED LIBRARIES, PARTICULARLY IN RURAL AREAS. O.E.C.A. WILL ALSO TAPE SPECIAL PROGRAMS AT VARIOUS CULTURAL AGENCIES IN METROPOLITAN TORONTO FOR BROADCAST AND DISTRIBUTION TO AREAS OUTSIDE TORONTO.

IN ADDITION, OUTREACH ONTARIO WILL PROVIDE NEW OPPORTUNITIES FOR INDIVIDUAL ARTISTS. FOR EXAMPLE, THE ART GALLERY OF ONTARIO WILL PRODUCE LARGE EDITIONS OF LOW-COST GRAPHICS BY ONTARIO ARTISTS TO BE SOLD THROUGHOUT THE PROVINCE IN ART GALLERIES, MUSEUMS AND LIBRARIES.

UNDER THE OUTREACH PROGRAM, THE ART GALLERY WILL ALSO ESTABLISH AN INTERNSHIP PROGRAM TO TRAIN FINE ARTS STUDENTS FOR GALLERY CAREERS AND WILL PROVIDE OTHER SHORT-TERM TRAINING PROGRAMS FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS WHO WISH TO LEARN TO USE THE GALLERY AS A TEACHING TOOL. IN ADDITION, STAFF MEMBERS FROM COMMUNITY ART GALLERIES MAY LEARN EXHIBITION AND OTHER TECHNIQUES THROUGH SEMINARS HELD AT THE ART GALLERY OF ONTARIO.

AS ANOTHER PART OF OUTREACH ONTARIO, THE HISTORICAL AND MUSEUMS BRANCH OF THE MINISTRY WILL ESTABLISH A BRANCH OFFICE AT SAULT STE. MARIE TO SERVICE 40 MUSEUMS LOCATED IN NORTHERN ONTARIO.



TURNING TO OTHER PROGRAMS IN THE CULTURAL AREA, WE ARE PROPOSING TO PROVIDE THE ONTARIO ARTS COUNCIL WITH A TOTAL OF \$7 MILLION DOLLARS IN OPERATING GRANTS IN 1974/75. THIS 37% INCREASE OVER LAST YEAR'S FUNDING WILL ENABLE THE COUNCIL TO EXPAND ITS SUPPORT OF INDIVIDUALS AND ARTS GROUPS THROUGHOUT ONTARIO, INCLUDING ARTISTS, WRITERS, COMPOSERS, FILM MAKERS AND PHOTOGRAPHERS.

OTHER ARTS COUNCIL PROGRAMS WILL INCLUDE ITS TOURING PROGRAM WHICH ENABLES PROFESSIONAL THEATRE, MUSIC AND OTHER ARTISTIC GROUPS TO PERFORM IN AREAS OF THE PROVINCE WHICH DO NOT NORMALLY HAVE ACCESS TO SUCH AMENITIES; THE CREATIVE ARTISTS IN SCHOOLS PROGRAM, WHICH ENABLES ELEMENTARY AND SECONDARY SCHOOL CHILDREN TO WORK DIRECTLY WITH PROFESSIONAL ARTISTS SUCH AS SCULPTORS, PAINTERS, POTTERS AND WEAVERS; AND A PROGRAM OF GRANTS TO PROFESSIONAL COMPOSERS IN ONTARIO TO COMMISSION SPECIAL WORKS FOR PERFORMANCE BEFORE ONTARIO AUDIENCES.

WE HAVE ALSO RECOGNIZED THE GROWING IMPORTANCE OF COMMUNITY MUSEUMS THROUGHOUT ONTARIO AND PROPOSE TO DOUBLE SUPPORT TO 177 MUSEUMS AND TO PROVIDE A SPECIAL GRANT TO THE ONTARIO MUSEUM ASSOCIATION.

MR. CHAIRMAN, YOU WILL NOTE THAT OUR ESTIMATES FOR THE ROYAL ONTARIO MUSEUM INCLUDE \$150,000 TOWARDS

ITS EXHIBITION OF ARCHAEOLOGICAL FINDS OF THE PEOPLE'S REPUBLIC OF CHINA, WHICH WILL RUN FROM AUGUST 8TH TO NOVEMBER 16TH. I NEED HARDLY EMPHASIZE THE IMPORTANCE OF THIS EXHIBITION AND THE INTERNATIONAL SIGNIFICANCE OF ITS FIRST NORTH AMERICAN DISPLAY TAKING PLACE IN ONTARIO.

ANOTHER EXHIBITION OF INTERNATIONAL SIGNIFICANCE IS THE FIRST WORLD CRAFTS EXHIBITION FROM JUNE 11TH TO SEPTEMBER 2ND AT THE ONTARIO SCIENCE CENTRE. THIS EXHIBITION IS BEING ORGANIZED BY THE WORLD CRAFT COUNCIL, A UNESCO-FINANCED ORGANIZATION WITH 77 MEMBER COUNTRIES.

MR. CHAIRMAN, THIS PROVIDES ONLY A VERY BRIEF SUMMARY OF THE VARIETY OF ARTISTIC AND CULTURAL PROGRAMS THAT OUR MINISTRY IS INVOLVED WITH, EITHER DIRECTLY, THROUGH BODIES SUCH AS THE ONTARIO ARTS COUNCIL OR THROUGH THE INTER-MINISTERIAL CULTURAL CO-ORDINATING COMMITTEE. HOWEVER, I BELIEVE THE PROGRAMS AND ACTIVITIES I HAVE REFERRED TO PROVIDE AMPLE EVIDENCE OF THE GUIDING PRINCIPLES WHICH HAVE GOVERNED OUR APPROACH TO THE WHOLE AREA OF CULTURAL AFFAIRS IN ONTARIO. THAT APPROACH IS TO CREATE A FRAMEWORK WITHIN WHICH ARTISTIC EXCELLENCE CAN BE ATTAINED, CULTURAL INITIATIVES CAN FLOURISH AND RECEIVE SUPPORT THROUGHOUT THE PROVINCE, AND A RICH CULTURAL LIFE CAN BE ENJOYED NOT ONLY IN MAJOR URBAN CENTRES BUT BY CITIZENS IN ALL PARTS OF ONTARIO.





Ont. Ministry of Colleges  
and Universities

[Statements & Speeches]



NOTES FOR A STATEMENT BY

THE HON. JAMES A.C. AULD

MINISTER OF COLLEGES AND UNIVERSITIES

TO THE LEGISLATURE

NOVEMBER 18, 1974

REGARDING LEVELS OF OPERATING SUPPORT  
TO UNIVERSITIES AND COLLEGES  
OF APPLIED ARTS AND TECHNOLOGY  
IN 1975-76

MR. SPEAKER:

I WOULD LIKE TO GIVE THE HOUSE DETAILS OF THE LEVELS OF FINANCIAL SUPPORT WE INTEND TO PROVIDE TO COLLEGES OF APPLIED ARTS AND TECHNOLOGY AND UNIVERSITIES FOR THE 1975-76 ACADEMIC YEAR. TOTAL SUPPORT TO BOTH THE COLLEGES AND THE UNIVERSITIES WILL BE INCREASED FROM \$659 MILLION TO \$768 MILLION.

IN 1975-76 OPERATING SUPPORT TO THE COLLEGES OF APPLIED ARTS AND TECHNOLOGY WILL BE INCREASED BY APPROXIMATELY 15.4% FROM \$173 MILLION TO \$200 MILLION.

THE UNIVERSITY SYSTEM WILL RECEIVE A TOTAL OF \$568 MILLION IN OPERATING FUNDS, AN INCREASE OF 16.9% OVER \$486 MILLION, THE CURRENT LEVEL OF SUPPORT.

WITH THE PROPOSED LEVELS OF OPERATING SUPPORT AND NO INCREASE IN STUDENTS' TUITION FEES, THE SYSTEMS' INCOME WILL INCREASE BY APPROXIMATELY 15%. WE BELIEVE THIS AMOUNT IS SUFFICIENT TO OFFSET INFLATIONARY TRENDS, TO MAINTAIN OR IMPROVE EXISTING LEVELS OF SERVICE AND TO ACCOMMODATE PREDICTED ENROLMENT INCREASES.

THE MATTER OF DISTRIBUTION WILL BE DETERMINED ON THE ADVICE

OF THE COUNCIL OF REGENTS FOR COLLEGES OF APPLIED ARTS AND TECHNOLOGY, AND THE ONTARIO COUNCIL ON UNIVERSITY AFFAIRS AFTER CONSULTING WITH THE INSTITUTIONS.

IN THE GUIDELINES I HAVE GIVEN TO THE TWO COUNCILS, I HAVE INDICATED THAT THERE WILL BE NO INCREASE IN STUDENTS' TUITION FEES, THAT OUR POLICY OF ACCESSIBILITY SHOULD BE MAINTAINED, THAT INSTITUTIONAL AUTONOMY SHOULD BE PRESERVED, AND THAT THE GLOBAL SUMS I HAVE MENTIONED SHOULD NOT BE EXCEEDED. THESE GLOBAL SUMS INCLUDE AN AMOUNT FOR SPECIAL AND COMMITTED EXPENDITURES AND EXPENDITURES CONTROLLED BY THE MINISTRY ON A LINE BUDGET BASIS.

I HAVE SUGGESTED THAT THE OPTIONS CONSIDERED BY THE COUNCIL OF REGENTS AND THE ONTARIO COUNCIL ON UNIVERSITY AFFAIRS INCLUDE THE FOLLOWING:

1. A CONTINUATION OF THE PRESENT FORMULA, TO ALLOCATE THE AMOUNTS I MENTIONED AMONG THE VARIOUS INSTITUTIONS. THIS WOULD PERMIT A 7.4% INCREASE IN THE VALUE OF THE BIU TO \$2,100 IN THE CASE OF THE UNIVERSITIES AND A 5.5% INCREASE TO \$2,063 FOR THE COLLEGES.

2. A SYSTEM WHEREBY ONE BIU VALUE WOULD BE APPLIED TO 1973-74 ENROLMENT TO COMPENSATE FOR INFLATION AND A LESSER BIU VALUE WOULD BE APPLIED TO ENROLMENT GROWTH IN THE CURRENT YEAR, OR
3. A SUSPENSION OF THE OPERATING GRANTS FORMULA AND A FLAT INCREASE BE APPLIED TO EACH INSTITUTION'S OPERATING GRANT FOR THE CURRENT YEAR.

IT IS EXPECTED THAT, WITH THIS EARLY ANNOUNCEMENT, OUR CONSULTATIVE APPROACH WILL ENSURE THAT ANY DISTRIBUTION MECHANISM ADOPTED TAKES INTO ACCOUNT THE DIVERSE NEEDS OF THE INSTITUTIONS. AN EARLY RECOMMENDATION BY THE COUNCILS WILL BE ACTED UPON SPEEDILY BY THE GOVERNMENT ALLOWING THE INSTITUTIONS TO MAKE THE APPROPRIATE BUDGETARY ARRANGEMENTS FOR NEXT YEAR.

THE GOVERNMENT WILL INFORM THE HOUSE WHEN IT HAS RECEIVED THE ADVICE OF THE COUNCIL OF REGENTS AND THE ONTARIO COUNCIL ON UNIVERSITY AFFAIRS AND WHEN IT HAS DECIDED WHAT COURSE OF ACTION TO FOLLOW IN THIS MATTER.

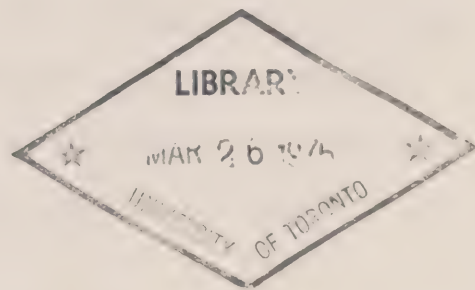
*Ontario*

STATEMENT BY

THE HON. JAMES A.C. AULD

*Examination of 1975-76*

MINISTER OF COLLEGES AND UNIVERSITIES



REGARDING 1975-76 STUDENT

ASSISTANCE PROGRAMS

TO THE LEGISLATURE

MARCH 18 1975





MR. SPEAKER

I WOULD LIKE TO GIVE THE HOUSE DETAILS OF STUDENT ASSISTANCE PROGRAMS IN 1975-76.

AS WAS STATED IN THE SPEECH FROM THE THRONE, IT IS THE GOVERNMENT'S INTENTION TO ENSURE ACCESS TO OUR LEARNING AND TRAINING INSTITUTIONS.

WITH THIS AIM IN MIND, WE INTEND TO INCREASE THE FUNDS ALLOCATED TO THE ONTARIO STUDENT ASSISTANCE PROGRAM, COMMONLY REFERRED TO AS OSAP, AND TO INTRODUCE TWO NEW PROGRAMS WHICH WILL PROVIDE ASSISTANCE TO STUDENTS NOT COVERED BY OSAP.

THESE PROGRAMS WILL PROVIDE ONTARIO STUDENTS WITH A TOTAL OF MORE THAN \$47 MILLION IN GRANTS AND BURSARIES. THIS AMOUNT WILL BE MORE THAN EQUALLED BY ASSISTANCE PROVIDED IN THE FORM OF LOANS THROUGH THE FEDERAL GOVERNMENT'S CANADA STUDENT LOANS PLAN AND THROUGH A NEW PROVINCIAL PROGRAM, THE ONTARIO STUDENT LOANS PLAN.

MR. SPEAKER, I WOULD LIKE TO OUTLINE THE PRINCIPAL CHARACTERISTICS OF THE TWO NEW PROGRAMS WE ARE INTRODUCING, THEN PROVIDE DETAILS OF SOME OF THE CHANGES WE PROPOSE TO MAKE IN THE ONTARIO STUDENT ASSISTANCE PROGRAM.

DEALING FIRST WITH THE ONTARIO STUDENT LOANS PLAN, THIS PROGRAM IS DESIGNED TO COMPENSATE FOR SOME OF THE SHORTCOMINGS OF THE FEDERAL GOVERNMENT'S LOANS SCHEME.

THE CANADA STUDENT LOANS PLAN HAS BEEN, AND WILL NO DOUBT CONTINUE TO BE OF GREAT ASSISTANCE TO A LARGE NUMBER OF ONTARIO STUDENTS. HOWEVER, IT HAS FAILED TO KEEP PACE WITH CHANGING PATTERNS OF ATTENDANCE AT ONTARIO'S POST-SECONDARY INSTITUTIONS AND NOW LEAVES MANY STUDENTS IN NEED OF FINANCIAL ASSISTANCE BUT UNABLE TO OBTAIN IT.

THE ONTARIO STUDENT LOANS PLAN WILL PROVIDE A SOURCE OF FINANCIAL AID FOR MANY OF THESE STUDENTS. IT IS DESIGNED TO SERVE A VARIETY OF PEOPLE INCLUDING PART-TIME STUDENTS, STUDENTS TAKING CERTAIN UPGRADING COURSES TO QUALIFY FOR ENTRY TO POST-SECONDARY PROGRAMS, STUDENTS WHO REQUIRE FINANCIAL ASSISTANCE BUT HAVE ALREADY OBTAINED THE MAXIMUM AMOUNT PERMISSIBLE UNDER THE FEDERAL PLAN, AND STUDENTS WHO ARE UNABLE TO RECEIVE CANADA STUDENT LOANS BECAUSE THE LENGTH OR ENTRY REQUIREMENTS OF THEIR PROGRAMS DO NOT MEET FEDERAL REGULATIONS.

THE NEW ONTARIO PLAN WILL ENABLE STUDENTS IN THESE CIRCUMSTANCES TO RECEIVE LOANS OF UP TO \$1,400 FOR A NORMAL ACADEMIC YEAR, TO A MAXIMUM OF \$4,000.

WE ARE CURRENTLY WORKING OUT THE TERMS AND CONDITIONS OF THE LOANS AND EXPECT THEY WILL BE MORE OR LESS THE SAME AS THE TERMS AND CONDITIONS OF CANADA STUDENT LOANS.

THE SECOND NEW PROGRAM WE INTEND TO INTRODUCE IS THE ONTARIO SPECIAL BURSARY PROGRAM. THIS PROGRAM IS BASED ON A SUCCESSFUL EXPERIMENT OF BURSARIES BEING MADE AVAILABLE TO PART-TIME STUDENTS, WHICH IS CURRENTLY IN EFFECT AT A NUMBER OF INSTITUTIONS.

THE PROGRAM WILL PROVIDE NON-REPAYABLE BURSARIES TO THE MOST NEEDY PART-TIME STUDENTS AND WILL PERMIT PEOPLE IN VERY RESTRICTED FINANCIAL CIRCUMSTANCES TO TAKE POST-SECONDARY COURSES THAT MAY ENABLE THEM TO IMPROVE THEIR FINANCIAL SITUATION.

APPLICANTS TO THE PROGRAM MUST BE RECEIVING SOCIAL ASSISTANCE, BE UNEMPLOYED, OR HAVE A LOW FAMILY INCOME. IF THEY ARE ELIGIBLE THEY WILL RECEIVE FUNDS TO COVER THE COSTS OF THEIR TUITION AND OTHER COMPULSORY FEES, AS WELL AS ANY BOOKS OR EQUIPMENT THEY REQUIRE.

THEY MAY ALSO RECEIVE AN ADDITIONAL BURSARY OF UP TO \$125 PER TERM TO HELP COVER OTHER COSTS SUCH AS BABY-SITTING, DAY CARE OR UNUSUAL TRANSPORTATION EXPENSES.

I HAVE WRITTEN TO THE VARIOUS INSTITUTIONS INVITING THEM TO PARTICIPATE IN THE ONTARIO SPECIAL BURSARY PROGRAM. I HOPE THE PROGRAM WILL BE AVAILABLE AT ALL UNIVERSITIES AND COLLEGES OF APPLIED ARTS AND TECHNOLOGY IN ONTARIO AND AT RYERSON AND THE ONTARIO COLLEGE OF ART.

MR. SPEAKER, I WOULD NOW LIKE TO DEAL WITH THE ONTARIO STUDENT ASSISTANCE PROGRAM.

HONOURABLE MEMBERS NO DOUBT APPRECIATE THAT OSAP IS BY FAR THE LARGEST STUDENT ASSISTANCE PROGRAM AND PROVIDES FINANCIAL AID TO APPROXIMATELY TWO OUT OF EVERY FIVE FULL-TIME STUDENTS IN ONTARIO.

THERE HAS BEEN A GOOD DEAL OF PUBLIC DISCUSSION ABOUT OSAP AND THE VARIOUS ALLOWANCES MADE UNDER THE PROGRAM, CONSEQUENTLY I WOULD LIKE TO SPELL OUT IN SOME DETAIL THE CHANGES WE INTEND TO MAKE.

THE TOTAL BUDGET FOR THE PROGRAM IN 1975-76 WILL BE \$46.55 MILLION, AN INCREASE OF APPROXIMATELY 16% OVER EXPENDITURES IN 1974-75



ONE OF THE PRINCIPAL CONCERNS OF STUDENTS WITH REGARD TO OSAP IS THE AMOUNT OF MONEY THEY ARE REQUIRED TO ACCEPT AS A LOAN GUARANTEED BY THE FEDERAL GOVERNMENT BEFORE THEY QUALIFY TO RECEIVE A GRANT FROM THE PROVINCE. NEW FEDERAL REGULATIONS ENABLE US TO RAISE THE LOAN CEILING TO \$1,800. HOWEVER, I AM PLEASED TO SAY THAT WE HAVE BEEN ABLE TO RETAIN THE CEILING AT \$25 PER WEEK, OR \$800 OVER THE COURSE OF A NORMAL ACADEMIC YEAR.

WITH RESPECT TO THE INDIVIDUAL ALLOWANCES FOR LIVING EXPENSES PROVIDED UNDER OSAP, THE BOARD AND LODGING ALLOWANCE WILL BE INCREASED FROM \$32 TO \$40 PER WEEK; THE ALLOWANCE FOR MISCELLANEOUS EXPENSES, WHICH WAS INCREASED FROM \$9.80 TO \$11.50 IN THE CURRENT YEAR, WILL REMAIN AT \$11.50; AND LOCAL TRANSPORTATION ALLOWANCES, CURRENTLY \$2.50 AND \$5, WILL BE INCREASED TO \$3 AND \$6 PER WEEK, DEPENDING HOW FAR THE STUDENT LIVES FROM CAMPUS.

THESE CHANGES BRING TOTAL LIVING ALLOWANCES TO A MAXIMUM

OF \$57.50 PER WEEK, AN 18.5% INCREASE OVER THE CURRENT YEAR'S MAXIMUM.

I SHOULD ALSO REMIND THE HOUSE THAT IN 1975-76 TUITION FEES WILL BE FROZEN AT THEIR CURRENT LEVEL.

WE BELIEVE THESE MEASURES - MAINTAINING THE CURRENT LOAN CEILING, INCREASING LIVING ALLOWANCES AND FREEZING TUITION FEES - SHOULD ENABLE STUDENTS TO ENJOY A MODESTLY IMPROVED STANDARD OF LIVING DESPITE THE PRESSURES OF INFLATION.

OTHER CHANGES IN THE PROGRAM INCLUDE AN INCREASE IN THE AMOUNT STUDENTS ARE EXPECTED TO SAVE FROM THEIR SUMMER EARNINGS. THIS INCREASE IS BASED ON INCREASES IN THE MINIMUM WAGE.

IN ADDITION, THE AMOUNT PARENTS ARE EXPECTED TO CONTRIBUTE TO A STUDENT'S EXPENSES IN THE 1975-76 ACADEMIC YEAR WILL BE BASED ON ACTUAL 1974 EARNINGS RATHER THAN ESTIMATED 1975 EARNINGS. THIS CHANGE SHOULD TAKE SOME OF THE GUESSWORK OUT OF THE PROGRAM FOR PARENTS AND STUDENTS, AND WILL SIMPLIFY THE MINISTRY'S VERIFICATION PROCESS.

MR. SPEAKER, IN CONCLUSION I WOULD LIKE TO DRAW THE



MEMBERS' ATTENTION TO ONE FURTHER ASPECT OF OSAP IN 1975-76. I REFERRED EARLIER TO THE FACT THAT STUDENTS RECEIVING FINANCIAL ASSISTANCE FROM THE PROVINCE ARE GIVEN NON-REPAYABLE GRANTS, WHEREAS THE FEDERAL GOVERNMENT PROVIDES AID IN THE FORM OF GUARANTEED LOANS.

CONSEQUENTLY, INCREASED OSAP ALLOWANCES HAVE MUCH GREATER COST IMPLICATIONS FOR THE ONTARIO GOVERNMENT THAN FOR THE GOVERNMENT OF CANADA.

FOR THIS REASON, AND BECAUSE OF THE CONTINUING NEED FOR RESTRAINT IN ALL AREAS OF POST-SECONDARY SPENDING, THE VARIOUS INCREASES WE HAVE MADE IN OSAP FOR NEXT YEAR ARE, IN SOME CASES, NOT AS GENEROUS AS WILL BE ALLOWED UNDER THE FEDERAL GOVERNMENT'S CANADA STUDENT LOANS PLAN.

HOWEVER, TO ENSURE THAT THE HIGHER LEVELS OF SUPPORT PROVIDED BY THE FEDERAL GOVERNMENT ARE NOT DENIED TO STUDENTS WHO WANT THEM, OSAP APPLICANTS WILL HAVE THE OPTION OF RECEIVING ASSISTANCE FROM THE CANADA STUDENT LOANS PLAN ONLY, AND OF HAVING THEIR APPLICATIONS ASSESSED ACCORDING TO ITS MORE GENEROUS CRITERIA.

STUDENTS WHO SELECT THIS OPTION WILL, OF COURSE, ONLY BE ABLE TO RECEIVE ASSISTANCE IN THE FORM OF A LOAN.

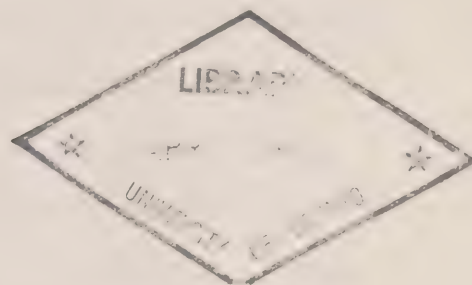
MR. SPEAKER, THE PLANS I HAVE OUTLINED SHOULD CONTINUE TO IMPROVE ACCESS TO OUR POST-SECONDARY INSTITUTIONS FOR PEOPLE THROUGHOUT ONTARIO. I BELIEVE THEY REPRESENT ANOTHER SIGNIFICANT STEP FORWARD IN THE DEVELOPMENT OF STUDENT ASSISTANCE PROGRAMS IN THE PROVINCE AND SUSTAIN OUR LEADERSHIP IN THIS FIELD OVER ALL OTHER JURISDICTIONS IN CANADA.

Ontario Ministry of Colleges and Universities  
[Statements and speeches]

STATEMENT BY

THE HON. JAMES A.C. AULD

MINISTER OF COLLEGES & UNIVERSITIES



TO THE

ASSOCIATION OF STUDENT

AWARDS OFFICERS OF ONTARIO

LONDON, ONTARIO

MARCH 26, 1975



LADIES AND GENTLEMEN:

I AM VERY PLEASED TO HAVE THE OPPORTUNITY TO MEET WITH YOU HERE TODAY. OVER THE LAST FEW MONTHS, MOST OF MY TIME WITH UNIVERSITY AND COLLEGE OFFICIALS HAS BEEN USED TO DISCUSS GOVERNMENT FUNDING POLICIES.

I HOPE THIS EMPHASIS ON THE GLOBAL FINANCIAL PICTURE HAS NOT BEEN INTERPRETED AS A LACK OF INTEREST IN OTHER ASPECTS OF COLLEGE AND UNIVERSITY ADMINISTRATION. I AM VERY CONCERNED ABOUT HOW OUR POLICIES AFFECT THE VARIOUS ASPECTS OF UNIVERSITY AND COLLEGE OPERATIONS. AND ONE OF THE ASPECTS THAT CONCERNS ME MOST IS STUDENT ASSISTANCE.

THERE'S AN OBVIOUS POLITICAL REASON FOR MY CONCERN ABOUT STUDENT ASSISTANCE. AFTER ALL, MORE THAN 100,000 STUDENTS AND THEIR FAMILIES ARE DIRECTLY AFFECTED BY THE DECISIONS WE MAKE. THE OTHER REASON FOR MY CONCERN IS LESS IMMEDIATE BUT MORE IMPORTANT. IT IS THE QUESTION OF ACCESSIBILITY.

ACCESSIBILITY IS AN EXTREMELY COMPLEX SUBJECT AND I DON'T INTEND TO DEAL WITH IT IN DETAIL HERE. BUT I WOULD LIKE TO REAFFIRM THAT THE GOVERNMENT REMAINS COMMITTED TO PROVIDING A PLACE IN A POST-SECONDARY INSTITUTION FOR EVERY QUALIFIED APPLICANT.

WE MAY DISAGREE WITH SOME INSTITUTIONS ABOUT WHAT CONSTITUTES A QUALIFIED APPLICANT, AND THE STUDENT MAY NOT BE ABLE TO ENROL IN THE PRECISE COURSE, OR AT AN INSTITUTION IN THE EXACT LOCATION HE OR SHE WANTS.

BUT ALL CAPABLE ONTARIO STUDENTS, SERIOUSLY INTERESTED IN TAKING POST-SECONDARY STUDIES, WILL CONTINUE TO BE ABLE TO DO SO WITHIN THE PROVINCE OF ONTARIO.

HAVING RESTATED THIS PRINCIPLE YOU WILL UNDERSTAND THE LONG TERM ASPECT OF MY CONCERN WITH STUDENT ASSISTANCE. FOR IT IS ONLY THROUGH EQUITABLE STUDENT ASSISTANCE PROGRAMS THAT OUR GOAL OF ACCESSIBILITY CAN BE ATTAINED FOR ALL PEOPLE, REGARDLESS OF THEIR ECONOMIC CIRCUMSTANCES.

THIS DOES NOT MEAN THAT WE INTEND A RADICAL CHANGE IN OUR POLICIES OVERNIGHT. FOR EXAMPLE, WE DON'T INTEND TO EMBRACE THE VARIOUS PROPOSALS OF GROUPS SUCH AS THE ONTARIO FEDERATION OF STUDENTS. THEIR PROPOSALS FOR FREE TUITION, LIVING ALLOWANCES FOR STUDENTS, MORE GRANTS, LESS LOANS AND SO ON ARE A GOOD DEAL LESS THAN REALISTIC. WE REJECT THEM ON THE PRACTICAL GROUNDS OF THEIR EXPENSE - \$300 MILLION IS A CONSERVATIVE ESTIMATE. AND WE REJECT THEM ON PHILOSOPHICAL GROUNDS TOO.



WE THINK IT IS QUITE APPROPRIATE THAT STUDENTS WHO ELECT TO USE THE POST-SECONDARY SYSTEM SHOULD BEAR A GREATER SHARE OF THE SYSTEM'S COSTS THAN THE GENERAL TAXPAYER. AFTER ALL, THEY RECEIVE A GREATER BENEFIT.

SOME STATISTICS INDICATE THAT THIS ATTITUDE HAS A DETERRENT EFFECT ON STUDENTS FROM FAMILIES WITH A PARTICULARLY LOW INCOME. IF THIS IS THE CASE, OUR RESPONSE SHOULD BE TO DEVELOP MORE REFINED STUDENT ASSISTANCE PROGRAMS, NOT TO ABOLISH TUITION FEES.

GIVEN THE RISING COSTS WITHIN THE POST-SECONDARY SYSTEM, AND THE INSTITUTIONS' CONCERNS ABOUT THE CURRENT LEVELS OF TUITION FEES, IT SEEMS TO ME MORE LIKELY THAT WE ARE GOING TO BE THINKING ABOUT INCREASING FEES RATHER THAN ABOLISHING THEM IN 1976-77.

IT IS TEMPTING TO DISMISS MANY OF THE PROPOSALS OF STUDENT ORGANIZATIONS SUCH AS THE OFS, BUT I THINK WE WOULD BE SHORT-CHANGING OURSELVES IF WE DID SO. AFTER ALL, STUDENTS ARE THE PEOPLE THE WHOLE APPARATUS OF POST-SECONDARY EDUCATION IS INTENDED TO SERVE. SO WE HAD BETTER LISTEN TO WHAT THEY HAVE TO SAY. BUT WE HAVE TO FIND A WAY FOR THEM TO PROVIDE A PRACTICAL

AND REALISTIC INPUT TO THE PLANNING PROCESS. I'LL GET BACK TO THAT QUESTION IN A FEW MINUTES.

I WOULD LIKE TO TURN NEXT TO THE NEW PROGRAMS AND THE CHANGES IN OSAP THAT I ANNOUNCED IN THE LEGISLATURE LAST WEEK. I ASSUME YOU ARE FAMILIAR WITH THE CONTENT OF MY STATEMENT SO I WON'T GO THROUGH IT ALL AGAIN IN DETAIL. HOWEVER, I WOULD LIKE TO MAKE A FEW COMMENTS ABOUT IT.

FIRST, I HOPE THAT OUR TWO NEW PROGRAMS, THE ONTARIO STUDENT LOANS PLAN AND THE ONTARIO SPECIAL BURSARY PROGRAM, ARE GOING TO MAKE THINGS A LOT EASIER FOR PART-TIME STUDENTS. OF COURSE, THE LOANS PLAN WILL BENEFIT OTHER STUDENTS TOO, BUT I EXPECT THE MAJORITY OF APPLICATIONS WILL COME FROM PEOPLE TAKING PART-TIME STUDIES.

WE WILL BE EVALUATING THE LOANS PLAN CAREFULLY IN ITS FIRST YEAR OF OPERATION AND WILL BE CONTINUING A CAREFUL ASSESSMENT OF THE BURSARY PROGRAM IN ITS EXPANDED FORM. I KNOW I CAN COUNT ON YOU TO HELP US IN THIS REGARD.

AT THIS POINT, WE STILL DON'T KNOW WHICH INSTITUTIONS WILL PARTICIPATE IN THE ONTARIO SPECIAL BURSARY PROGRAM. BUT ALL OF THE UNIVERSITIES AND THE COLLEGES OF APPLIED ARTS AND TECHNOLOGY WERE INVITED TO PARTICIPATE ALONG WITH RYERSON AND THE ONTARIO COLLEGE OF ART, AND I HOPE YOU WILL ALL ACCEPT THE INVITATION.

I AM PARTICULARLY INTERESTED IN THE ONTARIO SPECIAL BURSARY PROGRAM BECAUSE IT MAY PROVIDE PART OF THE ANSWER TO ONE OF THE ISSUES I RAISED EARLIER - THE POSSIBLE DETERRENT EFFECT OF CURRENT STUDENT ASSISTANCE PROGRAMS ON PEOPLE FROM VERY LOW INCOME FAMILIES. TO ADMINISTER THE NEW BURSARY PROGRAM WE HAVE TO MAKE A NUMBER OF JUDGEMENTS SUCH AS WHO IS "NEEDY" AND WHO ISN'T, WHICH NEEDY PEOPLE WILL REALLY BENEFIT FROM POST-SECONDARY STUDIES AND WHICH WON'T.

MAKING THESE JUDGEMENTS COULD PROVIDE THE PRACTICAL EXPERIENCE WE NEED TO BE ABLE TO DEVELOP SOME KIND OF EXPANDED PREFERENTIAL PROGRAM IN THE FUTURE. THIS PROGRAM MIGHT HELP PEOPLE WITH THE DESIRE AND POTENTIAL TO BENEFIT FROM POST-SECONDARY STUDIES BUT WHO HAVE LIVED IN A SOCIAL OR CULTURAL MILIEU THAT MAKES PROGRAMS SUCH AS OSAP INEFFECTIVE BECAUSE THEY REQUIRE THE STUDENT TO INCUR A RELATIVELY SUBSTANTIAL DEBT.

I SHOULD EMPHASIZE THAT WE HAVE NO PLANS FOR SUCH A PROGRAM AT PRESENT. BUT OUR EXPERIENCE WITH THE ONTARIO SPECIAL BURSARY PROGRAM MIGHT HELP MAKE IT POSSIBLE TO INTRODUCE ONE IN THE FUTURE.

I WOULD NOW LIKE TO SAY A FEW WORDS ABOUT THE ONTARIO STUDENT ASSISTANCE PROGRAM. AGAIN I WON'T GO THROUGH

ALL THE VARIOUS CHANGES IN DETAIL. HOWEVER I WOULD LIKE TO DISCUSS ONE CHANGE WITH YOU. AS YOU KNOW, APPLICANTS FOR STUDENT ASSISTANCE WILL BE ASSESSED ACCORDING TO THE CRITERIA OF BOTH OSAP AND THE CANADA STUDENT LOANS PLAN. IF THEY QUALIFY, THEY WILL BE ABLE TO GET ASSISTANCE UNDER EITHER PLAN. I HAVE A STRONG PERSONAL INTEREST IN THIS PROPOSAL SO I WOULD LIKE TO EXPLAIN WHY I THINK IT IS IMPORTANT.

FIRST, I WOULD FIND IT VERY HARD TO JUSTIFY DENYING STUDENTS THE HIGHER LEVELS OF LOAN ASSISTANCE AVAILABLE TO THEM FROM THE FEDERAL GOVERNMENT. WE ALL HAVE OUR OWN POINTS OF VIEW ABOUT WHAT LEVELS OF SUPPORT ARE APPROPRIATE AND ABOUT THE WISDOM OF LIMITING OUR INDEBTEDNESS. HOWEVER, IF ASSISTANCE OTHER THAN OSAP IS AVAILABLE TO ONTARIO STUDENTS, THEN IT SEEMS COMPLETELY APPROPRIATE THAT THE STUDENTS, NOT THE GOVERNMENT, SHOULD DECIDE WHAT TYPE OF ASSISTANCE THEY PREFER.

MY SECOND REASON FOR ADVOCATING THE CANADA STUDENT LOANS OPTION WAS THAT IT SHOULD SAVE THE PROVINCE MONEY. I BELIEVE THAT MANY STUDENTS WHO QUALIFY TO RECEIVE LOAN AND ONLY A SMALL GRANT FROM OSAP WILL OPT INSTEAD FOR A LARGER AMOUNT IN LOAN ONLY FROM THE FEDERAL PLAN. I HOPE MY GUESS THAT WE WILL SAVE MONEY PROVES TO BE RIGHT.



BECAUSE ON THE STRENGTH OF IT WE INCREASED THE BOARD AND LODGING ALLOWANCE BY A FURTHER \$2 TO A TOTAL OF \$40 - AN ADDED EXPENDITURE OF MORE THAN \$1 MILLION - WITHOUT INCREASING OUR TOTAL BUDGET FOR THE PROGRAM.

I AM AWARE THAT INTRODUCING THE CSL OPTION HAS A NUMBER OF ADMINISTRATIVE CONSEQUENCES AND I UNDERSTAND THAT YOU WILL BE DISCUSSING THEM NEXT MONTH. I BELIEVE WE HAVE ARRANGED OUR ADMINISTRATIVE PROCEDURES SO THE OPTION WILL HAVE AS LITTLE IMPACT AS POSSIBLE ON STUDENT AWARDS OFFICERS IN TERMS OF INCREASED WORKLOAD. I HOPE IT DOESN'T PROVE TO BE A HEADACHE FOR YOU - OR FOR US. AGAIN I CAN ONLY ASK YOUR SUPPORT AND CO-OPERATION IN DEALING WITH THIS ASPECT OF THE PROGRAM. I SINCERELY BELIEVE THE OPTION WILL BE A GREAT BENEFIT TO MANY STUDENTS. AND AFTER ALL, THAT'S WHAT THE PROGRAM IS ALL ABOUT.

FINALLY, I WOULD LIKE TO DISCUSS ONE OTHER TOPIC WITH YOU, THAT IS THE ROLE OF THE NEW INTERIM COMMITTEE ON FINANCIAL ASSISTANCE FOR STUDENTS.

I HAVE BEEN CONCERNED, AND I KNOW MEMBERS OF THE COMMITTEE HAVE BEEN CONCERNED, THAT THEIR ROLE WILL BE CONFUSED WITH THE POLICIES AND ADMINISTRATIVE ARRANGEMENTS FOR STUDENT ASSISTANCE PROGRAMS IN THE COMING YEAR.

I WOULD LIKE TO REAFFIRM THE COMMITTEE'S PURPOSE WHICH IS THREEFOLD:

- . THEY WILL MAKE RECOMMENDATIONS ON THE NATURE OF FUTURE STUDENT ASSISTANCE PROGRAMS;
- . THEY WILL ADVISE ON THE BEST WAY OF ADMINISTERING THE PROGRAMS;
- . AND THEY WILL SUGGEST THE STRUCTURE AND TERMS OF REFERENCE FOR A PERMANENT BODY TO OFFER INDEPENDENT ADVICE TO THE MINISTER ABOUT STUDENT ASSISTANCE.

CONSEQUENTLY THE COMMITTEE'S IMPACT WILL CERTAINLY NOT BE FELT BEFORE THE 1976-77 PROGRAM AND PERHAPS NOT EVEN UNTIL THE FOLLOWING YEAR.

ANOTHER ASPECT OF THE COMMITTEE WHICH DOES NOT SEEM TO HAVE BEEN UNDERSTOOD IS ITS RELATIONSHIP TO THE VARIOUS FEDERAL OR INTER-PROVINCIAL GROUPS CONCERNED WITH STUDENT ASSISTANCE.

THE COMMITTEE REPORTS TO ME AFTER CONSULTATION WITH THE ONTARIO COUNCIL OF REGENTS AND THE ONTARIO COUNCIL ON UNIVERSITY AFFAIRS. I REGARD IT AS MY PRIMARY SOURCE OF ADVICE ABOUT STUDENT ASSISTANCE. IF SIGNIFICANT PROPOSALS ARE RECEIVED FROM OTHER SOURCES, THE COMMITTEE'S ADVICE ON THEM WILL BE SOUGHT IN EVERY CASE.

THE PRIMACY OF THE COMMITTEE SHOULD NOT BE INTERPRETED



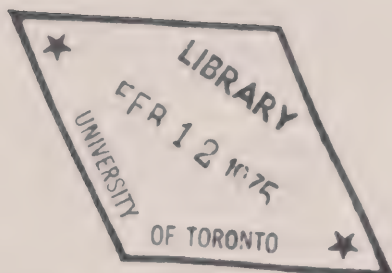
AS A WEAKENING OF OUR COMMITMENT TO CO-OPERATE WITH OTHER JURISDICTIONS IN PLANNING AND ADMINISTERING STUDENT ASSISTANCE PROGRAMS. HOWEVER, WE BELIEVE THAT ONTARIO HAS THE MOST ADVANCED STUDENT ASSISTANCE PROGRAMS IN CANADA. CONSEQUENTLY OUR ROLE VIS A VIS THE FEDERAL AND OTHER PROVINCIAL GOVERNMENTS IS FREQUENTLY NOT TO FOLLOW BUT TO LEAD. GIVEN THESE CIRCUMSTANCES, I BELIEVE THE FUTURE DEVELOPMENT OF STUDENT ASSISTANCE IN ONTARIO SHOULD BE UNDERTAKEN ONLY AFTER WE HAVE CLEARLY DEFINED THE PROVINCE'S OWN ALTERNATIVES AND PRIORITIES. IT IS THIS DEFINITION THAT I LOOK TO THE COMMITTEE TO PROVIDE.

I WOULD NOW LIKE TO COME BACK TO THE SECOND POINT I RAISED A FEW MINUTES AGO, THE NEED TO GET A PRACTICAL AND REALISTIC INPUT FROM STUDENTS TO THE PLANNING PROCESS.

AS FAR AS STUDENT ASSISTANCE PLANNING GOES, I HOPE STUDENT ORGANIZATIONS ARE GOING TO BE VERY ACTIVE IN WORKING WITH THE COMMITTEE AND EXPRESSING THEIR POINTS OF VIEW TO THE COMMITTEE. IN FACT, I HOPE THAT ALL THE GROUPS WITH SOMETHING TO SAY ABOUT STUDENT ASSISTANCE - INCLUDING OF COURSE THE ASSOCIATION OF STUDENT AWARDS OFFICERS - WILL BE ACTIVELY INVOLVED IN THE COMMITTEE'S WORK AND WILL HELP IT TO CONSIDER THE VARIOUS OPTIONS BEFORE IT.

THROUGH A CONTINUING EXCHANGE OF INFORMATION BETWEEN VARIOUS GROUPS AND THE COMMITTEE, I HOPE WE CAN ALL GAIN A CLEARER UNDERSTANDING OF THE OPTIONS WE ARE FACING IN STUDENT ASSISTANCE AND THAT THE FUTURE DIRECTION OF STUDENT ASSISTANCE PROGRAMS IN ONTARIO WILL BE DEVELOPED WITH FULL KNOWLEDGE OF THE VARIOUS ATTITUDES AND POINTS OF VIEW OF STUDENTS, COLLEGE AND UNIVERSITY ADMINISTRATIONS, GOVERNMENT PEOPLE AND THE GENERAL PUBLIC.

I STATED EARLIER THAT I BELIEVE STUDENT ASSISTANCE IS VERY IMPORTANT. ITS IMPORTANT TO ME, IMPORTANT TO YOU AND, MOST OF ALL, IMPORTANT TO STUDENTS. AS I SAID IN THE LEGISLATURE LAST WEEK, OUR PLANS FOR NEXT YEAR REPRESENT ANOTHER SIGNIFICANT STEP FORWARD FOR STUDENT ASSISTANCE PROGRAMS IN ONTARIO. I KNOW I CAN COUNT ON YOU TO HELP MAKE SURE THEY ARE SUCCESSFUL.



*Ontario*

S. T. Orlowski, Chief Architect  
Ministry of Colleges & Universities  
Queen's Park, Toronto

*[Statements and Speeches]*

Mr. Orlowski was invited by the International Union of Architects, on the recommendation of UNESCO Headquarters in Paris, to speak at the conference: "Flexibility of Educational Buildings". This conference was held in Berlin from June 10-15, 1974.

The Conference was attended by government officials, architects, educators, and university professors, representing 27 countries, and by UNESCO officials from Headquarters in Paris, Asia, Africa and South America. Mr. Orlowski was the only representative from Canada.

#### "FLEXIBILITY OF EDUCATIONAL FACILITIES IN CANADA"

Planning for the future is always challenging and involves not only a great deal of research and co-operation with other disciplines but sometimes encroaches into the fields of the unknown. To plan for the future we need people with almost as great an imagination as Jules Verne who foresaw one hundred years in advance our interplanetary exploits. With so many and varied changes in our environment and taking into consideration the tremendous technical development one may say that we could do with a crystal ball to help us in our planning.

Gone are the days of the prophets of old giving way to the scientific research in every possible field of learning. To keep up with the new and constantly changing demands we have to find a new, non-conventional way of learning.

It is a fascinating subject for all of us and also so complex that I am almost glad that it is not up to architects but up to educators to look and search for new roads. Educators are the real pathfinders of today, pioneers who will play a decisive role in the future. Because as in the past we were thinking of what to learn, now we think more of how to learn.



But an architect has also a very important role in the scheme. The new idea of the learning process has to be housed in a more or less conventional material form called a building or to make it sound more exciting in an institute of learning.

Only a few years ago I almost thought that the idea of a new school was almost within our grasp. We talked with great enthusiasm about flexibility in all its forms, that is the flexibility in our education system and in the school building method - these two being interdependent. Well, the flexibility is still the password, but it has acquired a new and wider scope after the findings of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario. "The 220 page Report reflects the new mood in education in which it is the responsibility of every school authority to provide a child-centres learning continuum that invites learning by individual discovery and inquiry".

The idea may not be quite so new but it was only lurking behind the steadfast philosophy of education. We talked about some people experimenting in the new ways of learning. We talked about the students' revolts in some universities. We talked about more freedom in education, etc. Well, we still talk about it but these new ideas have been taking real forms in our system of education.

We have many schools where grades are abolished and students pursue their interests independently. Gradeless schools may be just an answer to the demands of our specialized era. Students are given an opportunity to develop and to follow their interests at the pace that complies with their abilities.

With the introduction of the new philosophy into our education system, we observe the disappearance of the old school building with its conventional classrooms. As the old rigid form gives way to the new flowing form that offers bigger opportunity to the ambitious students, consequently the class system changes into the interest areas and although there still are lecture rooms of various sizes and changeable sizes, more attention is paid to the educational aids. Also the learning process is being constantly enriched by the excursions beyond the school boundary.

#### (1) Bigger Demands

One might nowadays be amazed by rather heavy school taxes and the general cost of higher education. Present day students of Education make the three R's as a basic requirement quite insufficient and in fact we have a tendency to go sometimes from one extreme to another. It is becoming more and more apparent that as a society changes and expands, more and more will be demanded of us and it is becoming more necessary that the education of our children should prepare them for a useful life in the expanded technology of modern society and the society that lies ahead.

We are a long way from the old school image and are actually standing on the threshold of expanding vistas of educational development. Changes and improvements are of a daily occurrence. It pleases me personally that the aim in Canada is to provide each child, whether on the farm or in the city, with equal access to educational opportunity.

To illustrate this statement I will give you some statistics:

In 1938 there were approximately 600,000 students enrolled in the schools of Ontario. In 1968 there were 1,800,000 and in 1973 there were 2,066,000. In 1938 there were about 21,000 teachers in the Province and in 1968 that figure reached 78,000. Today there are approximately 96,000 teachers. The total budget of the Ministry of Education in 1938 was \$12,500,000. The budget for 1968 totalled \$867,364,000 and the budget for 1973 was \$1,220,700,000. It certainly indicates some growth. In 1972-73 the capital and operating budget for colleges and universities was \$666,087,000 (with an estimated enrolment of more than 314,000 students). Progress that has taken place in these thirty years all across Ontario, and similarly Canada, can be described only as fantastic.

## (2) Educational Requirements

The days have passed when a carpenter could build a school and today not even the best architect can design and build a school entirely alone. Technological advances have brought numerous consultants and specialists into the picture. In simple terms the construction of a modern school requires the special talents of a variety of consultants. To begin with a document which is called the 'Educational Specification' is put together, usually by a team of educators who are responsible for indicating and projecting future educational policy. These people are aware of modern educational demands and the specific academic and vocational education needs of a particular area.

But even beyond the basic educational specifications there may be economists, industrialists and politicians involved in the planning and scheduling of a new school. There is a great need today for co-operation between the architects and the educators and other specialists who are using together the research facilities that are available today for projecting the future educational needs of society.

The school's educational policy is based on the educational requirements and the foreseeable changes in these requirements. But there are also other factors outside the jurisdiction of the school and one of the most important factors is the future development of the district.



(A) Economic Development of the District

Although it is all Canadian Provinces' Educational Policy to present the same opportunity to all children in all districts we must be governed by the law of supply and demand. We must examine each individual situation very closely. We must ask such questions as: Is the district developing in a particular direction? Is it developing farming and food industry or is it a mining district with development towards heavy industry? Will the district warrant a Community College or University or is it going to become a centre of finance? Will there be a population increase or a decline and what are the foreseeable population fluctuations? These and many other factors will exert an influence on the type of school to be provided.

(B) The Type of School

The background material derived from this type of information will determine the nature of the school to be provided. Concentration on general arts and sciences presumes that most of the students will go on to the Community College or to University. Through consultation with industrialists of the surrounding area, a decision may be made that vocational program for Colleges of Applied Arts and Technology throughout the Province will fulfill many of the technological needs of industry. Future programs in some areas may therefore concentrate on academic studies.

(C) General Purpose of the School

The General Purpose of the School is another question to be considered. What age groups does it propose to serve and should it have facilities for continuing or adult education? This could only be arrived at by assessing the overall educational program serving the district. It is after all these factors have been assessed and programmed that the architect actually becomes involved. A few words should be said, therefore, about architectural planning.

(3) Architectural Planning for Flexibility

The architect must satisfy the client's wishes, therefore, in a case of a school design he uses the educational specification as the basis of the design process. But he is not only a planner - he is also an implementor and advisor to his client.

(A) Site

The architect should be involved in assessing and choosing the site. This is an extremely important step as there are very many environmental factors which will influence the design of the building. Some of these factors would be site location, the availability of public transportation, existing roads and future highway development, parking facilities, existing landscaping or



planned landscaping and even in cases where there are no funds available for the development of school sports facilities, there should be an assessment of existing sports grounds, swimming pools and other public recreational facilities.

(B) Design Solution

Next to be considered would be the actual design solution. It must be tailored to fit the educational program, allowing for changes in the curriculum and enrolment.

(C) Construction

The choice of materials, the type of structure, the extent and type of mechanical servicing have to be fully assessed. We believe that good design costs no more and probably costs less than poor design. The architect's education provides him with the knowledge to assess all the factors that lead to the right solution. A well designed environment has been found to be conducive to the learning process.

I would like to end this deliveration on architectural planning with words said by Mies Van Der Rohe: "Building lasts so much longer than any function and you must design with that in mind. Good design does not grow old".

(4) Planning of the Educational Facility

The planning of a modern school that will not be obsolete in a few years time is a considerable challenge but at the same time no matter how difficult it is the design must be flexible enough not to be found useless in a short time.

(A) Flexibility

In the maze of the requirements there are two main factors that should guide an architect planning the educational facility and these are: Sound level and accessibility. Both factors should be considered in determing the location of a general learning facility and the library resource centre and outdoor learning facility. The learning facility is best located in a quiet section of the school and should be insulated from areas with high sound levels such as gymnasium, music room, playground and outside traffic. The library resource centre and outdoor learning facilities should be easily accessible from the general learning facility.

The word popularity used to encompass this situation is the word flexibility. This means flexibility from the educational point of view, it means an awareness of the changes that lie ahead in our society. From the architectural point of view it means that the philosophy of the buildings should allow for these changes, accommodate these changes and that the philosophy of the building should reflect the educational philosophy.

A typical example of the type of changes that can happen in a normal school day would be an assessment of the types of teaching processes. Two typical examples would be small group or intensive teaching as opposed to the possibility of large numbers, perhaps assisted by educational television. Does this then mean that we would have to design for a series of small rooms and a number of larger halls according to the type of teaching laid out in the curriculum or would it mean that we design a space that could be changed and sub-divided by the use of demountable or moveable partitions? Yes, and more. Such simple contrivances as folding partitions, moveable screens, "white sound", a large number of power points, etc., can be juggled to provide nearly instantaneous rearrangements of space.

In general these walls must be light and easy to move and at the same time they have to be soundproofed and treated acoustically. Of course these walls cannot be bearing walls, with the result that in general we are talking about long span structures that can accommodate change. Economics quickly dictate the maximum reasonable module. Attitudes and, in some cases, legislation concerning natural light in classrooms require information. The traditional school design allowed natural light to penetrate into most of the classrooms area but in the open concept school they are frequently areas too far removed from the external wall to consider natural light as a source of lumination.

#### (B) The Walls

Now let us go back to the walls. They do not serve as partitions alone. In many cases they are equipped with screens, loudspeakers and built-in accessories that some of us would never have dreamed could be possible a few years ago. The question of moveable and demountable walls and their possibilities is currently undergoing a tremendous amount of research throughout the world, particularly in the educational field.

#### (C) Versatility

This type of flexibility allows for flexibility of use which can mean, in simple terms, economy. Current research underway does not limit itself merely to the flexibility of walls and educational equipment. This would be a very limited form of flexibility. Current trends indicate that all components of the building should be flexible. This would apply to lighting units, hearing units and ventilation units. Theoretically, it seems like a good idea but I feel reserved in my judgement of the type of environment that this kind of systems design will create. Total versatility is impossible to attain. What is required is flexibility within certain given parameters. This is not limited flexibility but reasonable flexibility. Technically one could design a space that might be a classroom, swimming pool or auditorium but it would be very expensive to do so and I doubt that it would be reasonable. There are few, if any, spaces which can operate equally well for purposes other than those very



closely related in activity type of the primary purpose. As the degree of technological sophistication of the activity increases so does the specific technical design requirements. Basic maths and science might comfortably share the same activity zone but computer science and bio-chemistry would make incogitable neighbours. But apart from these special cases in general there is the occasional reallocation of space requiring simplicity in alterations and the design can allow for their incorporation, and there is the long-term unforeseen developments requiring new environmental apportionments. In design these can only be accounted for by avoiding the creation of barriers.

Classroom furniture also has to be redesigned to allow flexible arrangements. The conventional school desk evolved from the ordered arrangement of a class focusing on the teacher. New configurations of work space are designed to encourage the formation of groups of varying sizes and can be added together to provide various areas of work surface. The individual study carrel allows private concentration within larger activity areas. Architects are designing schools that are clusters of space which can be used together as individual areas or divided into various permutations. The resource centre has moved into the core.

#### (D) Expansion

Expansion or exterior flexibility is another important factor to be considered. Most schools and in fact most buildings that are planned today are designed with expansion in mind. Expansion can go vertically or horizontally depending on the site and I hope that despite ominous developments in modern warfare we can still lay above ground.

Although external flexibility is usually considered in terms of expanding the initial area there are cases where contraction is required. The key to both is the careful evaluation of movement systems - of people and services. At present the best solutions have been found with a modular approach where elemental chunks of space are designed to be viable unto themselves and in contiguous situations with a variety of possible movement lines within and between elements.

#### (E) Special Facilities

The whole question of expansion particularly affects certain central facilities. For instance, library, audio-visual and educational television centres, resource centres, may be included which means that they have to be master-planned in such a way that future expansion will not disrupt either general circulation or major circulation routes. In fact, the library has become a source centre and it has been moved into the centre of activity and is freely available throughout the day.

Also, the changes in activities have led to changes in facilities. We need schools designed for the new pattern of study where students spend 10% of their time in large lectures, 45% of their time in small group discussion and 45% of their time in individual study and research. There must be large

large scale demonstrations, evaluations, group use of audio-visual materials and testing. At the same time there must be small areas for development of concepts presented to the large group, in-depth examination of information, study discussions, group activity, and in-depth instruction. And finally there must be areas for individual study to do: research, experiment, examine, read, contemplate.

Correct planning and allowance for pedestrian movement systems can also apply to the major service areas such as central storage areas, cafeterias, cloakrooms and areas of pedestrian congregation.

#### (F) Mechanical Facilities

The same type of master-planning must also apply to mechanical facilities. They have to be planned in such a way that they can easily be extended to serve an extension to the building. One has to avoid placing elements which are inherently non-flexible in places where they might disrupt the continuous flow of space. Vertical circulation, plumbing and mechanical elements need to be transferred out of the way in the initial design because the economy of later relocation impedes flexibility. Heating and ventilating systems must be designed to function properly for both small enclosed areas and large open spaces. And I repeat, if the mechanical network is not master-planned additions can prove to be considerably more expensive than they should be.

I do not propose to make a complete breakdown of all the areas that would be involved in expansion but I think it is obvious that every factor, even parking space, has to be considered.

#### (5) Budgeting Schools

I think we are all aware of the very high cost of construction. Schools, like every form of building, cost considerably more than they used to. If we take a broad look at the advances made in the methods of teaching and the type of equipment that is now going into our schools, it is obvious that they must cost considerably more than they used to, not to mention the greatly inflated cost of building materials and labour. But apart from that, introduction of the new educational philosophy into our schools does not mean that we have to increase teaching staff or space. What really takes place in new schools is reallocation of staff and space. There is no doubting that the gadgetry of today is very expensive and needs careful evaluation of worth. Nevertheless there are other factors that can add considerably to the cost of schools. Probably the chief villain responsible for increase in cost is the time factor. The old system of planning, designing and construction of schools is too prolonged.

On an average in Canada it takes about 3 years for the completion of a school building from the moment of the conception of the school project to the time the school is occupied and this



applies only to elementary projects. For a high school this period is extended to almost four years. This period is occupied by budget definition, educational specification, design, checking, changes, tendering and construction.

As a result, many schools tend to be out-of-date before they are occupied. To help remedy this situation and to achieve more economical school building, it is advisable to set up a cost control which includes:

- Limits have to be established and importance of working within these limits must be stressed;
- At the preliminary stage a space utilization study for the school space should be done. This requires close co-operation between educators, administrators and architects;
- An analysis of functional spaces in relation to circulation areas should be carried out;
- The relationship between the school area and the perimeter of the outside walls has to be studied;
- Finally it is suggested to employ building systems in construction of schools or some other economical construction method. The present method of slow construction causes increases in building cost, e.g. in Toronto, the cost of school building construction is raised 10% annually, therefore, cost of Toronto schools in 1978 will increase by 50%.

When we accept the new philosophy in education we have to find new forms to clothe these ideas and also new methods of materializing these new forms.

#### (6) Component System for Schools

The problem of high cost of school construction has been partially met in Europe and the North American continent through the development of a series of ready-made components or building systems. Various countries are at present engaged in the intensive research into the school building methods. In Britain and in Europe, in the U.S.A. and in Canada, the critical need for school buildings has been met by developing prefabricated component systems.

Several systems have been developed in England, the North American continent and other parts of the world specifically for educational facilities. Adoption of these particular building methods lowers the cost of school building considerably. Our own system "SEF", Studies in Educational Facilities of Metropolitan Toronto School Board, has now reached the building stage in its development and once the initial costs of implementing and tooling this proposal have been absorbed, we will be able to determine the economies of this modular approach.



I would like to mention here that Toronto's SEF program is considered to be the world's first truly open building system. According to available data, schools built by this system cost about 7% less than similar schools in the United States, e.g. Roden School in Toronto has been built in 7 months while using conventional construction it would have taken 14 to 18 months, thus saving 7 to 11 months.

There is another system in operation in Canada - RAS (Recherches en Amenagement Scolaires) developed in Montreal. This system aims at construction economy, long-term maintenance economy, quality, flexibility and speed.

And a final word. Although we have to bear in mind that economy is important, at the same time we must remember that education is one of our basic needs in society. We must consider the educational spending as a very good investment.

#### (7) Final Thoughts

I have said that schools need to be efficient, flexible, capable of automation and specialization, but "schools are not factories, not even learning-factories". Vitruvian's tri-partite formula is still valid - firmness, commodity and delight. In closing I would like to quote from the Hall-Dennis Report: "The school environment sends messages to all children. The space that invites, the colour that warms, the parkland that lures, the human accents of the planning of the school and its surroundings are intuitively grasped by every child. Children thrive when they can touch, breathe, see, hear, and feel beauty. Early sensory awareness can mark significant first steps in the never-ending joy of discovery and appreciation of the aesthetic. Works of visual art, sculpture, gardens, fountains, and trees should be part of the integral planning of every school, for the bricks and mortar of the schools are themselves the 'silent teachers'. Through the personal experience of beauty one of the most significant dimensions of humanity is added to a child. He who has known beauty as a growing child is never again complacent about the ugly and he becomes a lifelong devotee and advocate of the aesthetic wherever he finds it.

"Schools should provide the 'living room' - space and place for minds to grow in. The efficient administrative philosophy demonstrated in so many antiseptic, cold, uniform, box-like schools surrounded by asphalt play yards, will have to be given supplementary, ancillary status in future school planning. In their place more imaginative, flexible, beautiful learning centres should rise as testimonials to the greatness of man". (Living and Learning - Report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario, Ontario Department of Education, 1968).

We are entering a new era of awareness. Awareness of our own ability and of the life that stretches in front of us. In new schools we do not try to shield children from the ugly and pleasant but at the same time we want them to grow up in the atmosphere of beauty and honesty. And with the tools that we now have available to them, we hope that they will build a new and exciting world populated by the good, responsible and happy people.







